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ABSTRACT

This volume of the report on the State Educational Needs Assessment Project of Arizona consists of a series of appendixes that provide supplementary information to the report proper. The appendixes are as follows: A. Arizona Assessment of Needs Survey, 1969; B. Critical Educational Needs in Arizona, May 1969; C. Pre-Proposal for Assessment of Educational Needs in Arizona, D. Memorandum of Agreement; E. Selected Samples of Models; F. Preliminary Model for Stage II; G. Working Reference List; H. Agreement for Outside Audit; I. Samples of Instruments and Introductory Letters; J. List of Categories Included; and K. Critical Educational Needs, 1969. (For related document, see TM 003 138, the report proper.) (DB)

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BUREAU OF EDUCATIONAL RESEARCH AND SERVICES

R. Merwin Deever
Director

College of Education
Arizona State University

ED 080619

Report of the State Educational Needs Assessment Project of Arizona

August, 1970

VOLUME II

Dr. G. D. McGrath, Project Coordinator

Published by the Bureau of Educational Research and Services

Dr. R. Merwin Deever, Director

College of Education

Arizona State University

TM 003 139

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*All tables are listed in the order of the incorporated documents included in this volume, retaining their original table titles; thus, tables are not numbered consecutively, but merely as exhibits.

INTRODUCTION

The supplementary information presented in Volume II consists of a series of appendix sections. These should include samples of instruments and tests as well as of any other types of documents which are relevant to the report or which help to interpret or clarify the narrative portion of a project. This has posed a genuine problem in this instance, inasmuch as there has been developed more than two thousand pages of material having a high degree of relevance to the total SENAP and especially to that which is included in Volume I. The rationale for deciding what to include in the appendix section, then, is of great importance. That which assists one in interpreting or understanding the Report should be included, but it must not be so voluminous that it becomes unwieldly or difficult to use as a frame of reference. Thus, it was decided to select only the most noteworthy reference items for Volume II and leave the remainder, well-organized, on file for possible use in Stage III, as appropriate.

Inasmuch as many of the documents were not sharp enough for the reproduction process selected, those too "dim" were re-typed. Thus, they are not exact replicas of the original copy, but should be easier to use in this manner. In addition, pagination has been changed to provide consistency within the volume as contrasted to consecutive pagination within each document separately.

A P P E N D I X A

ARIZONA ASSESSMENT OF NEEDS SURVEY

1969

SARAH FOLSOM
SUPERINTENDENT

WAYNE TAYSOM, DIRECTOR
STATE-FEDERAL PROGRAMS

SUITE 207, EXECUTIVE BUILDING
1333 WEST CAMELBACK ROAD
PHOENIX, ARIZONA 85013
PHONE (602) 271-5235

State of Arizona
Department of Public Instruction
TELEPHONE 271-5198
State Capitol
Phoenix

Date: March 19, 1969

To: Superintendents, Principals, Teachers, and School Board Members

Subject: Arizona Assessment of Needs Survey

Dear Educator:

The State Department of Public Instruction is making a survey of educational needs in the state in conformity with the requirements of Title III, ESEA.

This survey should not only yield guidelines for evaluating Title III proposals, but also should yield information which will help educators in Arizona determine objectives and establish priorities for the schools in the years ahead.

This survey instrument will be the chief source of information about educational needs. It is designed to give superintendents, principals, teachers, and school board members an opportunity to express what they believe are the high priority educational needs.

Please respond to the survey at your earliest convenience. It is urgent that all answer sheets be returned to Dr. Fred L. Bedford, whose address appears on the general instruction sheet, no later than Monday, April 7, 1969.

Thank you for your cooperation.

Sincerely,

Sarah Folsom

Sarah Folsom
State Superintendent of Public Instruction

GENERAL INSTRUCTIONS

SUPERINTENDENTS: each superintendent is requested to:

1. Respond to the survey instrument
2. Request the president of the board of education to respond
3. Distribute the instrument to designated principals
4. Make clear to the principals the importance of their participation
5. Collect and return the completed answer sheets on/or before April 7, 1969 to: Dr. Fred L. Bedford
   Associate Director for Evaluation
   State Department of Public Instruction
   Suite 207, 1333 W. Camelback Road
   Phoenix, Arizona 85013

PRINCIPALS: each principal is requested to:

1. Respond to the survey instrument
2. Distribute the instrument to teachers
3. Make clear to the teachers the importance of their participation
4. Collect and return the completed answer sheets to the superintendent within five (5) days

TEACHERS: each teacher is requested to:

1. Respond to the survey instrument
2. Return the completed answer sheet to the principal within two (2) days

7

State of Arizona
Department of Public Instruction
Sarah Folsom, Superintendent

Elementary & Secondary Education
ESEA Title III
Assessment of Needs, 1969

SURVEY OF STATE EDUCATIONAL NEEDS

INSTRUCTION SHEET

1. Write your name and the name of your school on the visual scanner answer sheet (red).

2. On each page of the survey form there is a space at the left of the number of each item. Mark the appropriate spaces to show your responses on each page.

3. For each response you mark on the survey form, locate the number of that item on the answer sheet and blacken the first answer space with soft lead pencil.

   Illustration: If your school is in Cochise County, you will mark item 2 on the survey form and blacken the first space to the right of item 2 on the answer sheet.

   2. 1 ▬ 2 ==== 3 ==== 4 ==== 5 ====

4. Blacken only the first answer space in recording your response to any item.

5. If you blacken a wrong space, erase completely and blacken the correct space.

6. Promptly return the completed answer sheet to the person from whom you received it.

NOTE: The numbers on the answer sheet are read across.

GENERAL INFORMATION

Mark the county in which your school is located.

____	1. Apache	____	6. Greenlee	____	11. Pinal
____	2. Cochise	____	7. Maricopa	____	12. Santa Cruz
____	3. Coconino	____	8. Mohave	____	13. Yavapai
____	4. Gila	____	9. Navajo	____	14. Yuma
____	5. Graham	____	10. Pima		

Mark the capacity in which you are responding.

____	15. Teacher	____	21. County Superintendent
____	16. Counselor	____	22. Community representative, member of community organization, or advisory committee
____	17. Principal, elementary		
____	18. Principal, secondary	____	23. University staff
____	19. Superintendent of schools	____	24. Member of Junior College staff
____	20. Member of board of education	____	25. Non-public school person

Check level taught (<u>teachers only</u>).

____ 26. Kindergarten or pre-kindergarten

____ 27. Grades 1-3

____ 28. Grades 4-8

____ 29. Grades 9-12

____ 30. Elementary, not covered above

____ 31. Secondary, not covered above

<u>Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each</u>.

IDENTIFICATION OF GENERAL EDUCATIONAL NEEDS

From the following list of eleven educational needs, mark the four (4) you consider the most important in your school system.

____ 32. Need for changes of emphases in the objectives and programs of public education

____ 33. Need for curricula and programs that meet the needs of young people who have widely varying experiences, physical and mental abilities, and interests

____ 34. Need for pre-service and in-service education

____ 35. Need for instructional materials and equipment

____ 36. Need for improved buildings and facilities

____ 37. Need for compensatory education programs for disadvantaged children

____ 38. Need for vocational education and vocational guidance programs

____ 39. Need for pupil services such as guidance and counseling, health services, social work, and psychological services

____ 40. Need for programs relating to the integration of minority groups

____ 41. Need for communication between school and community

____ 42. Need for comprehensive procedures for teaching personal attitudes and social values

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 32 "NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

____ 43. More emphasis on inquiry and self-directed learning

____ 44. More emphasis on the facts, principles, and generalizations that comprise subject disciplines

____ 45. More emphasis on values and attitudes

____ 46. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

____ 47. More emphasis on concept formation

____ 48. More emphasis on basic skills of reading, computation, writing

____ 49. More emphasis on human relations and inter-racial understanding

____ 50. More emphasis on individual creativity

____ 51. More emphasis on sex, drug, and narcotics education

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 33 "NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

____ 52. Economically disadvantaged

____ 53. Culturally different

____ 54. Mentally retarded

____ 55. Mentally gifted

____ 56. Emotionally disturbed

____ 57. Blind and partially sighted

____ 58. Deaf and hard of hearing

____ 59. Crippled and neurologically handicapped

____ 60. Disinterested (potential dropouts)

____ 61. Dropouts

____ 62. Pregnant

____ 63. Normal pupils with differences in experiences, abilities, and interests

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 34 "NEED FOR IMPROVED PRE-SERVICE AND IN-SERVICE EDUCATION", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

____ 64. Knowledge and skills of school administration

____ 65. Methods and skills of teaching

____ 66. Skills and knowledge required to teach specific subjects

____ 67. Skills, knowledge, and attitudes required to meet the needs of pupils of widely varying experiences, abilities, and interests

____ 68. Ability to make use of new instructional media

____ 69. Ability to construct and use appropriately testing and evaluation instruments

____ 70. Ability to teach in a continuous development, nongraded program

____ 71. Ability to teach as a member of a team

____ 72. Ability to formulate instructional objectives and to plan learning experiences to achieve those objectives

____ 73. Ability to adapt, modify, and create teaching methods to attain the educational goals of the school system

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 35 "NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

____ 74. Library books and magazines

____ 75. Supplementary books and periodicals

____ 76. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)

____ 77. Programmed learning materials and equipment

____ 78. Library materials and instructional equipment easily accessible

____ 79. Equipment in special instructional areas such as art, home economics, industrial education, typing, and sciences

____ 80. Instructional supplies

____ 81. Instructional materials preparation center

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 36 "NEED FOR IMPROVED BUILDINGS AND FACILITIES", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

___ 82. Space

___ 83. Space arrangement

___ 84. Space flexibility

___ 85. Storage for instructional materials, projects, etc.

___ 86. Utilities service (water, electrical outlets, etc.)

___ 87. Furniture and fixtures (suitable for programs)

___ 88. Aesthetic qualities (paint, condition of interior, exterior, landscaping, etc.)

___ 89. Environmental qualities (lighting, heating, ventilating, etc.)

___ 90. Site adequacy

___ 91. School plant and facilities hazard elimination

___ 92. Additional site(s)

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 37 "NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

____ 93. Pre-first grade education

____ 94. Remedial and tutorial services

____ 95. Specially designed curricula

____ 96. Teachers specially trained in human relations

____ 97. Teachers specially trained in providing for individual differences

____ 98. Special programs for disruptive children

____ 99. Lower class size

____100. Adequate and appropriate specialized materials

____101. Trained teacher aides

____102. Medical and dental services

____103. Longer school day and year

____104. Diagnostic services to identify needs of disadvantaged children

____105. Free food services

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 38 "NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

____106. Supervised work-study programs (part time work outside the school during school hours)

____107. Residence programs (attendance in vocational and related classes while living in school quarters)

____108. Pre-vocational general shop programs (high school)

____109. Pre-vocational general shop programs (elementary school)

____110. Job placement programs (high school)

____111. High school-community college coordinated vocational sequences

____112. Employment of students for school jobs (student janitors, projectionists, clerks, etc.)

____113. Developmental and remedial courses aimed at job-related proficiencies

____114. Vocational counseling (including vocational aptitude testing)

____115. Transition classes for dropouts who are also out of a job

____116. Surveys to identify the nature and extent of employment opportunities

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 39 "NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) copies of the most important sub-categories of this need. (respond in terms of needs in your school system)

___117. Specialized guidance personnel (elementary school)

___118. Specialized guidance personnel (high school)

___119. Teachers skillful in human relations

___120. Teachers trained to understand and provide for individual differences

___121. Social work services

___122. Psychological services

___123. Remedial instruction

___124. Speech and hearing services

___125. Dental services

___126. Medical services

___127. School nursing services

___128. Testing and diagnostic services to identify educational, psychological, and physical needs

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 40 "NEED FOR PROGRAMS RELATING TO THE INTEGRATION OF MINORITY GROUPS", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

____129. Providing constructive curricular and co-curricular inter-racial experiences for all pupils

____130. Permitting minority group pupils to attend any school in the system if space is available (pupils provide transportation)

____131. Permitting minority group pupils to attend any school in the system if space is available (system provides transportation)

____132. Counseling and encouraging minority group pupils to attend any school if space is available (system provides transportation)

____133. Provide transportation and/or construction to restore racial balances in de facto segregated schools

____134. Provide transportation as required to achieve racial balance in each school consistent with overall system population

____135. Make an even exchange of pupils between minority and majority group schools (system provides transportation)

____136. Making an exchange of staff between a minority group school and a majority group school

____137. Counseling and encouraging majority group pupils to attend a minority group school if space is available (system provides transportation)

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 41 "NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY", please complete this page. If you did not, please proceed to the next page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

___138. Ability of teachers to communicate with parents about school programs

___139. Ability of teachers to communicate with parents about the progress of their children.

___140. Ability of the administration and the board of education to communicate with the public about program needs of the schools and related financial requirements

___141. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs

___142. Ability of the school administration to maintain effective communication and coordination with other community agencies concerned with community improvement

___143. Ability of the school system to make effective educational use of community resources

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

If you selected no. 42 "NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES", please complete this page.

Please mark four (4) of the most important sub-categories of this need. (respond in terms of needs in your school system)

___144. Helping pupils develop positive feelings about themselves and gain confidence in their ability

___145. Helping pupils develop positive attitudes and values regarding people of other races

___146. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement

___147. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions

___148. Helping pupils understand the motives of those working to bring about a division in our society and the implications of a divided society for democratic processes and institutions

___149. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others

___150. Helping pupils develop an appreciation for beauty existing in nature and in creations of man

Now locate the numbers marked above on the visual scanner answer sheet (red) and blacken the first answer space for each.

FLB:dp
3/11/69
SDPI-160,000

State of Arizona
Department of Public Instruction
Sarah Folsom, Superintendent

Elementary & Secondary Education
ESEA Title III
Assessment of Needs, 1969

PRELIMINARY SURVEY

One of the provisions of ESEA Title III legislation is that a state plan must set forth a strategy for assessing educational needs in the State. The United States Senate report on Title III states:

> It is expected, that States will conduct surveys involving objective criteria and measurements in order to ascertain the educational needs of persons within the State.

The Arizona State Education Agency (SEA), which is responsible for administering ESEA Title III, is making the required assessment of education needs. SEA will need assistance of many persons and groups to complete this assessment.

This step is being taken to ascertain what knowledgeable, interested persons perceive as needs of elementary and secondary education in Arizona.

The information compiled from the use of this instrument will be used as the basis for an assessment of needs study for the entire state.

SEA requests your help.

DIRECTIONS:

A. (1) Write your name and position in the spaces at the right.

_____ Name

(2) Write your name and position on the top of the response card.

B. A list of needs appears on each of the five following pages.

(1) From the list of needs on each page select up to five (5) of the needs that are greatest.

(2) Indicate your selection of needs that are greatest by making an X in the appropriate square(s) in the appropriate column(s) on the response card.

(3) Use an ordinary (no.2) pencil to mark the response card. Do not use pen; soft pencil only.

(4) Make clean erasures.

C. Members of SEA staff realize that these lists of needs are not all inclusive. Very important needs may have been omitted. Please write additional needs in the spaces provided on each page.

D. Return the completed form and the response card on/or before March 17, 1969 to: Dr. Fred L. Bedford
Associate Director for Evaluation
State Department of Public Instruction
Suite 207, 1333 W. Camelback Road
Phoenix, Arizona 85013

FLB:dp
2/27/69

SDPI-T3-100

State of Arizona
Department of Public Instruction
Sarah Folsom, Superintendent

Elementary & Secondary Education
ESEA Title III
Assessment of Needs, 1969

AN ASSAY OF PROGRAMS-SERVICES-ACTIVITIES

An important part of an assessment of needs is an assay of the programs, services, and activities currently in operation.

The results of this assay will provide one basis for judging the criticality of needs.

DIRECTIONS:

A. (1) Write your name and position in the spaces at the right.

_____
Name

(2) Write your name and position on the top of the response card

_____
Position

B. A list of programs, services, and activities in four parts, appears on the three following pages.

(1) From the list in each part, select those programs, services, and activities in which your school district is involved during the 1968-1969 school year.

(2) Indicate your selection of programs, services, and activities in each part by making an X in the appropriate square(s) in the appropriate column(s) on the response card.

(3) Use an ordinary (no.2) pencil to mark the response card. Do not use pen.

(4) Make clean erasures.

C. Members of the SEA staff realize that these programs, services, and activities are not all inclusive. Very important items may have been omitted. Please write additional items in the spaces provided in each part.

D. Return the completed form and the response card on/or before March 17, 1969 to: Dr. Fred L. Bedford
Associate Director for Evaluation
State Department of Public Instruction
Suite 207, 1333 W. Camelback Road
Phoenix, Arizona 85013

FLB:dp
3/5/69

SDPI-T3-102

AN ASSAY OF
PROGRAMS-SERVICES-ACTIVITIES

COLUMN 1 GENERAL

0. Community Advisory Council
1. Data Processing Unit
2. Dial Access Retrieval System
3. In-Service Training Program (Curriculum Oriented)
4. In-Service Training Program (Teacher Self-growth Oriented)
5. Instructional Materials Center
6. Interdisciplinary Curriculum Development Team
7. Mobile Instructional Project
8. Multi-Media Instructional Materials Center
9. Research and Evaluation Program
A. Teacher Aides
B. _____

COLUMN 2 SERVICE

0. Blind and Partially Seeing Service
1. Comprehensive Pupil Personnel Service
2. Counseling and Guidance Service
3. Deaf and Hard of Hearing Service
4. Educably Mentally Handicapped Service
5. Emotionally Disturbed Service
6. Learning Disabilities Service
7. Nursing Service
8. Physically and Multiple Handicapped Service
9. Psychological Service
A. Social Work Service
B. Service for Socially Maladjusted Children
C. Speech Therapy Service

COLUMN 2 SERVICE (continued)

E. Trainable Mentally Handicapped Service

F. Tutorial Service

B. _____

COLUMN 3 ORGANIZATION

0. Ability Grouping Program

1. Advanced Placement Program

2. Bussing Program

3. Dialogues With Other School Districts Regarding District Organization

4. Flexible Scheduling Program

5. Middle School Program

6. Modular Scheduling Program

7. Nongraded Primary Program

8. Nongraded (Continuous Progress) Primary K-6

9. Self-Imposed Scheduling Program

A. Shared Time (Dual Enrollment) Program

B. Team-Teaching Program

C. _____

COLUMN 4 PROGRAM

0. Adult and Continuing Basic Education Program

1. Area Vocational Education Center Program

2. Computer-Assisted Instruction Program (CAI)

3. Consumer Education Program

4. Cooperative Vocational Education Program

5. Cultural Enrichment Program

6. Diagnostic Learning Program

7. Driver Education Program

8. Dropout Program

9. Follow-up Program

GENERAL NEEDS

COLUMN 1

0. Specifying instructional objectives
1. Improving the application of educational technology
2. Improving and expanding work-oriented education
3. Improving and expanding preschool education
4. Improving education for the handicapped
5. Assisting in the solution of major social problems
6. Working with minority groups on special problems
7. Improving counseling and guidance services
8. Developing a sound career structure for staff
9. Improving pre-service and in-service training
A. Appraising staff performance
B. Improving the management of educational data
C. Improving the cooperation among school districts
D. Promoting the educational program to the public
E. Improving educational leadership
F. Evaluating the educational program
G. Increasing efficiency in pupil transportation
H. Providing adequate facilities for conducting education
J. Increase and improve school community relations
K. Improve teacher understanding of and responsiveness to differences among students

COLUMN 2 GENERAL NEEDS (continued)

0. Development of data processing centers
1. Expand services for neglected or delinquent children living in institutions.
2. _____
3. _____
4. _____

ATTITUDES AND VALUES

COLUMN 3

0. Increase motivation to continue school
1. Acceptance of schools responsibility
2. Acceptance of responsibility while at school
3. Acceptance of responsibility in personal relationships
4. Increase expectation of success in school
5. Raise students occupational and/or educational aspirational level
6. Improve self-image
7. Improve relationship with parents
8. Increase cooperativeness
9. Acceptance of necessary routine
A. Increase participation in purposeful activity
B. Develop appreciation for music and fine arts
C. Develop the modification of attitude that promotes a positive value structure.
D. Reduce the rate and severity of disciplinary problems
E. _____
F. _____
G. _____

LEARNING NEEDS

COLUMN 4

0. Intellectual stimulation
1. Increase ability to use abstract concepts
2. Increase ability to use concrete concepts
3. Improve work-study skills
4. Improve concentration skills
5. Improve performance as measured by standardized achievement tests
6. Lengthen attention span
7. Increase ability to communicate by means of oral or written language (output)
8. Increase ability to understand oral or written language (input)
9. Sharpen sense of visual imagery
A. Raise reading level of low achievers closer to grade level
B. Increase feeling of success in the school setting
C. _____
D. _____
E. _____

COLUMN 4 PROGRAM (continued)

A. Gifted Program

B. Headstart Program

C. Honors Program

D. Individual Prescribed Instruction Program (IPI)

E. Instructional Television Program

F. Kindergarten Education Program

G. Language Laboratory

H. Learning Laboratories Program

J. Migrant Children Educational Program

K. Narcotics and Drug Education Program

COLUMN 5 PROGRAM (continued)

O. Outdoor Education Program

1. Pre-Kindergarten Program

2. Programmed Learning Program

3. Recreational Program

4. Remedial Program in Social Studies, Arithmetic, and Reading

5. Safety Education Program

6. Sex Education Program

7. _____

Thank you.

Return the completed form and the response card on/or before March 17, 1969, to:

Dr. Fred L. Bedford
Associate Director for Evaluation
State Department of Public Instruction
Suite 207, 1333 W. Camelback Road
Phoenix, Arizona 85012

FLB:dp
3/5/69

SDPI-T3-102

PHYSICAL NEEDS

COLUMN 5

0. Improve nutrition
1. Dental examination/treatment
2. Visual examination/treatment
3. Improve school attendance
4. Improve sleep patterns
5. Improve control of body functions
6. Improve auditory discrimination
7. Reduce weight
8. Increase weight
9. Improve the physical health of children

A. _____

B. _____

C. _____

SOCIAL SKILLS

COLUMN 6

0. Develop a spirit of acceptance of others
1. Develop social responsiveness
2. Develop a feeling of acceptance by others
3. Develop a concern for status
4. Increase regard for social standards
5. Increase civic concern (sense of community)
6. Increase respect for law/order
7. Increase independence from family members
8. Improve cultural enrichment for children
9. _____
A. _____
B. _____

Thank you.

Return the completed form and the response card on/or before March 17, 1969

to: Dr. Fred L. Bedford
Associate Director for Evaluation
State Department of Public Instruction
Suite 207, 1333 W. Camelback Road
Phoenix, Arizona 85013

FLB:dp
2/27/69

State of Arizona
Department of Public Instruction
Sarah Folsom, Superintendent

EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN

1969

The professional and lay people in Arizona are becoming acutely aware of the need for educating handicapped children so that as many as possible will become productive members of society. It of course follows that a person who is not a productive member of society is a constant drain on society. In Arizona there has been an increasing effort to help the disadvantaged child who is handicapped in one or more ways to gain an education so that he can become self-supporting. The state has made provisions for helping with the education of the handicapped child in school in the child's own district and providing special facilities in which the child may be placed where professional help is available.

In March of the present year it seemed desirable to make a further study of the educational needs of the handicapped children. Therefore the State Department of Public Instruction prepared a survey instrument on which were listed many of the items that are commonly accepted as needs of the handicapped child, and also other items less often recognized as needs of the handicapped child. The survey instrument was mailed to teachers and directors of special education throughout the state. There were 454 responses received by the State Department. The responses were tabulated and then ranked according to the number of respondents selecting the items as critical needs. The number of responses to each item and the ranks are shown in Table IVa.

EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN (continued)
1969

In Table 1Vb the items are arranged in order of rank. The item checked as a need by the most respondents was given the rank of 1. This permits the reader to know immediately which needs were selected by the most respondents and which were selected by the fewest.

The items receiving the ranks 1-5 in that order are:

Need for comprehensive planning of programs and services that are meaningful and sequential from early childhood into adult life

Need for early educational diagnosis of handicapped children and for prescriptive educational planning for each child

Need for improved counseling of the family of the handicapped child

Need for improved diagnosis and screening of handicapped children

Need for improved procedures for communication with regular classroom teachers regarding educational needs of the handicapped

There was no opportunity for the respondents to indicate that any of the items on the survey were not needs of handicapped children, but it is of interest to note the five items that were checked as being educational needs the least number of times. They are the following:

Need for more intensive involvement of the medical profession in planning of programs for the handicapped

Need for pre-service teacher education to prepare teachers to teach handicapped children

Need for summer institutes for in-service and teacher retraining

Need for more intensive involvement of the psychological profession in planning of programs for the handicapped

Need for improved counseling services for handicapped children

Much of the work of this survey was done by Mr. Floyd Baribeau, State Director of Special Education and the members of his staff. They helped very much in the preparation of the items used on the survey and helped in the preparation of the mailing list.

TABLE IVa

EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN
1969

		NUMBER	RANK
1.	Need for comprehensive planning of programs and services that are meaningful and sequential from early childhood into adult life	312	1
2.	Need for improved diagnisis and screening of handicapped children	237	4
3.	Need for more intensive involvement of the psychological profession in planning of programs for the handicapped	106	21
4.	Need for more intensive involvement of the medical profession in planning of programs for the handicapped	58	24
5.	Need for greater social work services for the handicapped child	119	18.5
6.	Need for greater psychological services for the handicapped child	119	18.5
7.	Need for improved counseling of the family of the handicapped child	262	3
8.	Need for improved counseling services for handicapped children	115	20
9.	Need for improved and more extensive services to children with low incidence handicaps	133	16
10.	Need for preschool programs for the handicapped	217	6
11.	Need for improved dissemination of innovative approaches to education of the handicapped children	178	11
12.	Need for local instructional materials centers for teachers of the handicapped	150	12
13.	Need for in-service programs during the regular school year for teachers of the handicapped	149	13
14.	Need for summer institutes for in-service and teacher retraining	89	22
15.	Need for improved procedures for communication with the public regarding educational needs of the handicapped	192	9

TABLE IVa (continued)

		NUMBER	RANK
16.	Need for improved procedures for communication with regular classroom teachers regarding educational needs of the handicapped	234	5
17.	Need for improved vocational rehabilitation and work study programs	205	7
18.	Need for establishment of sheltered workshops	141	15
19.	Need for improved continuous procedures for evaluation of programs of the handicapped	147	14
20.	Need for professional assistance and material resources for the classroom teacher who is working with handicapped children	199	8
21.	Need for staff development to meet the needs and numbers of handicapped children more effectively	179	10
22.	Need for early educational diagnosis of handicapped children and for prescriptive educational planning for each child	301	2
23.	Need for pre-service teacher education to prepare teachers to teach handicapped children	60	23
24.	Need for an informational course concerning the education of the handicapped for education students who are planning to teach normal children	126	17

TABLE IVb

EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN

1969

		RANK	TABLE IVa NUMBER
1.	Need for comprehensive planning of programs and services that are meaningful and sequential from early childhood into adult life	1	312
2.	Need for early educational diagnosis of handicapped children and for prescriptive educational planning for each child	2	301
3.	Need for improved counseling of the family of the handicapped child	3	262
4.	Need for improved diagnosis and screening of handicapped children	4	237
5.	Need for improved procedures for communication with regular classroom teachers regarding educational needs of the handicapped	5	234
6.	Need for preschool programs for the handicapped	6	217
7.	Need for improved vocational rehabilitation and work study programs	7	205
8.	Need for professional assistance and material resources for the classroom teacher who is working with handicapped children	8	199
9.	Need for improved procedures for communication with the public regarding educational needs of the handicapped	9	192
10.	Need for staff development to meet the needs and numbers of handicapped children more effectively	10	179
11.	Need for improved dissemination of innovative approaches to education of the handicapped children	11	178
12.	Need for local instructional materials centers for teachers of the handicapped	12	150
13.	Need for in-service programs during the regular school year for teachers of the handicapped	13	149

TABLE IVb (continued)

	RANK	TABLE IVa NUMBER
14. Need for improved continuous procedures for evaluation of programs of the handicapped	14	147
15. Need for establishment of sheltered workshops	15	141
16. Need for improved and more extensive services to children with low incidence handicaps	16	133
17. Need for an informational course concerning the education of the handicapped for education students who are planning to teach normal children	17	126
18. Need for greater social work services for the handicapped child	18.5	119
19. Need for greater psychological services for the handicapped child	18.5	119
20. Need for improved counseling services for handicapped children	20	115
21. Need for more intensive involvement of the psychological profession in planning of programs for the handicapped	21	106
22. Need for summer institutes for in-service and teacher retraining	22	89
23. Need for pre-service teacher education to prepare teachers to teach handicapped children	23	60
24. Need for more intensive involvement of the medical profession in planning of programs for the handicapped	24	58

FLB:dp
4/25/69

PROGRAMS-SERVICES-ACTIVITIES

APRIL, 1969

In March, 1969, the State Department of Public Instruction prepared a survey instrument to be used to determine what programs, services, and activities were currently in existence in the elementary and secondary schools of Arizona. This instrument listed 65 programs, services, or activities. It was mailed to the superintendent of each school district in Arizona. The superintendent was requested to check the items on the list which were currently in use in his district. A total of 114 responses were received. The responses were tabulated and the frequencies are shown in Table 1a. In addition, the rank of each item is shown in Table 1a. The item which was in use in most districts was given the rank of 1.

In Table 1b, the items have been re-arranged in order of rank. This permits the reader to know immediately which programs, services, or activities are in greatest use in Arizona and which are the least in use. The five items most frequently offered in school districts in Arizona are the following:

Teacher Aides

Remedial Program in Social Studies, English, Arithmetic and Reading

Psychological Service

Counseling and Guidance Service

Nursing Service

The items least frequently offered by school districts in Arizona are the following:

Dial Access Retrieval System

Trainable Mentally Handicapped Service

Computer-assisted Instructional Program (CAI)

Deaf and Hard of Hearing Service

Shared Time (Dual Enrollment) Program

It is not to be inferred that a district should have all of the items on the list. Rather, this list has been prepared in order that districts may examine their offerings and consider making available one or more additional program(s), service(s), and activity(ies) to the learners in that district.

It would be interesting to have a similar record of these programs a short five years ago. Surely Teacher Aides would not have ranked first at that time in the number of schools having that service. It is likely that few districts would have had a Head Start Program; or a program on narcotics and drug education. These items point to the great impact that the federal aid to education has had in the schools of Arizona.

TABLE 1a

AN ASSAY OF PROGRAMS-SERVICES-ACTIVITIES

1969

		NUMBER	RANK
GENERAL			
1.	Community Advisory Council	44	11
2.	Data Processing Unit	12	46
3.	Dial Access Retrieval System	2	64.5
4.	In-Service Training Program (Curriculum Oriented)	50	9
5.	In-Service Training Program (Teacher Self-Growth Oriented)	38	15
6.	Instructional Materials Center	51	8
7.	Interdisciplinary Curriculum Development Team	10	52.5
8.	Mobile Instructional Project	7	59.5
9.	Multi-Media Instructional Materials Center	26	26
10.	Research and Evaluation Program	26	26
11.	Teacher Aides	78	1
SERVICE			
12.	Blind and Partially Seeing Service	11	49.5
13.	Comprehensive Pupil Personnel Service	18	37
14.	Counseling and Guidance Service	56	4.5
15.	Deaf and Hard of Hearing Service	6	61.5
16.	Educably Mentally Handicapped Service	43	12
17.	Emotionally Distrubed Service	26	26
18.	Learning Disabilities Service	18	37
19.	Nursing Service	56	4.5
20.	Physically and Multiple Handicapped Service	7	59.5
21.	Psychological Service	59	3
22.	Social Work Service	13	43
23.	Service for Socially Maladjusted Children	12	46
24.	Speech Therapy Service	31	20
25.	Trainable Mentally Handicapped Service	2	64.5
26.	Tutorial Service	27	24
ORGANIZATION			
27.	Ability Grouping Program	52	7
28.	Advanced Placement Program	13	43
29.	Bussing Program	55	6
30.	Dialogues with other school districts regarding district organization	25	28
31.	Flexible Scheduling Program	21	30
32.	Middle School Program	24	29
33.	Modular Scheduling Program	11	49.5
34.	Nongraded Primary Program	20	32
35.	Nongraded (Continuous Progress) Primary K-6	8	57
36.	Self-imposed Scheduling Program	10	52.5
37.	Shared Time (Dual Enrollment) Program	6	61.5
38.	Team-teaching Program	37	17

TABLE 1a (continued)

PROGRAM	NUMBER	RANK
39. Adult and Continuing Basic Education Program	39	14
40. Area Vocational Education Center Program	14	40
41. Computer-assisted Instructional Program (CAI)	4	63
42. Consumer Education Program	12	46
43. Cooperative Vocational Education Program	19	34.5
44. Cultural Enrichment Program	29	23
45. Diagnostic Learning Program	19	34.5
46. Driver Education Program	37	17
47. Dropout Program	9	54.5
48. Follow-up Program	20	32
49. Gifted Program	9	54.5
50. Head Start Program	30	21.5
51. Honors Program	14	40
52. Individual Prescribed Instruction Program (IPI)	11	49.5
53. Instructional Television Program	14	40
54. Kindergarten Education Program	37	17
55. Language Laboratory	33	19
56. Learning Laboratories Program	8	57
57. Migrant Children Education Program	11	49.5
58. Narcotics and Drug Education Program	48	10
59. Outdoor Education Program	13	43
60. Pre-Kindergarten	8	57
61. Programmed Learning Program	20	32
62. Recreational Program	40	13
63. Remedial Program in Social Studies, English, Arithmetic, and Reading	64	2
64. Safety Education Program	30	21.5
65. Sex Education Program	18	37

TABLE 1b

AN ASSAY OF PROGRAMS-SERVICES-ACTIVITIES

1969

ITEMS	RANK	TABLE 1a NUMBER
Teacher Aides	1	78
Remedial Program in Social Studies, English, Arithmetic, and Reading	2	64
Psychological Service	3	59
Counseling and Guidance Service	4.5	56
Nursing Service	4.5	56
Bussing Program	6	55
Ability Grouping	7	52
Instructional Materials Center	8	51
In-Service Training Program (Curriculum Oriented)	9	50
Narcotics and Drug Education Program	10	48
Community Advisory Council	11	44
Educably Mentally Handicapped Service	12	43
Recreational Program	13	40
Adult and Continuing Basic Education Program	14	39
In-Service Training Program (Teacher Self-Growth Oriented)	15	38
Team-teaching Program	17	37
Driver Education Program	17	37
Kindergarten Education Program	17	37
Language Laboratory	19	33
Speech Therapy Service	20	31
Safety Education Program	21.5	30
Head Start Program	21.5	30
Cultural Enrichment Program	23	29
Tutorial Service	24	27
Multi-Media Instructional Materials Center	26	26
Research and Evaluation Program	26	26
Emotionally Disturbed Service	26	26
Dialogues with other school districts regarding district organization	28	25
Middle School Program	29	24
Flexible Scheduling Program	30	21
Nongraded Primary Program	32	20
Follow-up Program	32	20
Programmed Learning Program	32	20
Cooperative Vocational Education Program	34.5	19
Diagnostic Learning Program	34.5	19
Comprehensive Pupil Personnel Service	37	18
Sex Education Program	37	18
Learning Disabilities Services	37	18

TABLE 1b (continued)

ITEMS	RANK	TABLE 1a NUMBER
Area Vocational Education Center Program	40	14
Instructional Television Program	40	14
Honors Program	40	14
Social Work Service	43	13
Advanced Placement Program	43	13
Outdoor Education Program	43	13
Data Processing Unit	46	12
Service for Socially Maladjusted Children	46	12
Consumer Education Program	46	12
Blind and Partially Seeing Service	49.5	11
Modular Scheduling Program	49.5	11
Migrant Children Education Program	49.5	11
Individual Prescribed Instruction Program (IPI)	49.5	11
Interdisciplinary Curriculum Development Team	52.5	10
Self-imposed Scheduling Program	52.5	10
Gifted Program	54.5	9
Dropout Program	54.5	9
Nongraded (Continuous Progress) Primary K-6	57	8
Learning Laboratories Program	57	8
Pre-Kindergarten Program	57	8
Mobile Instructional Project	59.5	7
Physically and Multiple Handicapped Service	59.5	7
Deaf and Hard of Hearing Service	61.5	6
Shared Time (Dual Enrollment) Program	61.5	6
Computer-assisted Instructional Program (CAI)	63	4
Trainable Mentally Handicapped Service	64.5	2
Dial Access Retrieval System	64.5	2

TABLE III

STATEWIDE CRITICAL EDUCATIONAL NEEDS

1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES AND INTERESTS:

    a. Disinterested (potential dropouts)

    b. Normal pupils with differences in experiences, abilities, and interests

    c. Emotionally disturbed

    d. Economically disadvantaged

    e. Culturally different

2. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

    a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others

    b. Helping pupils develop positive feelings about themselves and gain confidence in their ability

    c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement

    d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions

    e. Helping pupils develop positive attitudes and values regarding people of other races

3. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

    a. Testing and diagnostic services to identify educational, psychological, and physical needs

    b. Specialized guidance personnel (elementary school)

    c. Psychological services

TABLE III (continued)

d. Remedial instruction

e. Teachers trained to understand and provide for individual differences

4. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

a. More emphasis on values and attitudes

b. More emphasis on inquiry and self-directed learning

c. More emphasis on basic skills of reading, computation, writing

d. More emphasis on individual creativity

e. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

5. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

a. Developmental and remedial courses aimed at job-related proficiencies

b. Supervised work-study programs (part time work outside the school during school hours)

c. Vocational counseling (including vocational aptitude testing)

d. Pre-vocational general shop programs (elementary school)

e. Job placement programs (high school)

6. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

a. Remedial and tutorial service

b. Lower class size

c. Pre-first grade education

d. Special programs for disruptive children

e. Trained teacher aides

7. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

a. Space

b. Storage for instructional materials, projects, etc.

c. Furniture and fixtures (suitable for programs)

d. Space flexibility

e. Environmental qualities (lighting, heating, ventilating, etc.)

CRITICAL EDUCATIONAL NEEDS
1969

A survey of educational needs as perceived by educators (public and private), representatives of colleges and universities, and non-school people was completed. There were 4,773 usable responses. The responses to the survey items were tabulated and the results carefully examined by the ESEA Title III staff to determine the needs which were considered to be critical. Items on the survey instrument that were selected as needs most frequently by the respondents were most thoughtfully considered by the members of the staff in making the final decision concerning which items to include as critical needs statewide. These are shown in Table III.

Responses to the major items of the survey from the northern, southern and central areas of the state were compared by use of the chi-square test. No significant differences were found. This means that regional critical educational needs as perceived by the 4,773 respondents to the survey instrument, are essentially alike and are the same as the critical educational needs statewide.

Some differences exist in the specific needs listed under the GENERAL NEEDS. These are shown below with the per cent of respondents checking the item as a need given by region:

TABLE III	SPECIFIC NEED	NORTHERN REGION	SOUTHERN REGION	CENTRAL REGION	
1c	Emotionally disturbed	38%	44%	60%	significant @ .02 level
4a	More emphasis on values and attitudes	44%	92%	74%	significant
6c	Pre-first grade education	31%	38%	43%	significant @ .05 level
7c	Furniture and fixtures suitable for programs	32%	37%	54%	significant @ .05 level

A P P E N D I X B

CRITICAL EDUCATIONAL NEEDS IN ARIZONA

MAY, 1969

CRITICAL EDUCATIONAL NEEDS

OPINIONS OF SUB-GROUPS

The survey instrument design was such that the opinions of a number of significant sub-groups could be tabulated and compared with the critical educational needs as perceived by the sample population as a whole. The items recorded here are those for which the per cent of responses concerning a particular item made by the sub-group differed considerably.

1. Members of boards of education, community representatives, and members of advisory committees (n=78) rated "Need for communication between school and community" higher than did the total sample.

2. University staff, members of Junior College staff and State Department of Public Instruction Personnel (n=142) rated "Need for changes in emphases in the objectives and programs of public education" higher than did the total sample.

3. The sub-group in No. 2 rated "Need for instructional materials and equipment" lower than did the total sample.

4. The sub-group in No. 2 rated "Need for programs relating to the integration of minority groups" higher than did the total sample.

5. Teachers in the northern region (n=410) rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

6. Teachers in the southern region (n=440) rated "Need for improved buildings and facilities" higher than did the total sample.

7. Teachers in No. 6 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

8. Counselors (n=97) rated "Need for instructional materials and equipment" lower than did the total sample.

9. Elementary principals, secondary principals, superintendents of schools, and county superintendents in the northern region (n=129) rated "Need for curricula and programs that meet the needs of young people who have widely varying experiences, physical and mental abilities, and interests" lower than did the total sample.

10. The sub-group in No. 9 rated "Need for instructional materials and equipment" lower than did the total sample.

CRITICAL EDUCATIONAL NEEDS
OPINIONS OF SUB-GROUPS (continued)

11. The sub-group in No. 9 rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

12. The sub-group in No. 9 rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

13. The sub-group in No. 9 for the southern region (n=120) rated "Need for curricula and programs that meet the needs of young people who have widely varying experiences, physical and mental abilities, and interests" lower than did the total sample.

14. The sub-group in No. 13 rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

15. Teachers in the southern region (n=440) rated "Need for improved buildings and facilities" higher than did the total sample.

16. The sub-group in No. 15 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

17. Non-public school personnel (n=451) rated "Need for changes of emphases in the objectives and programs of public education" lower than did the total sample.

18. The sub-group in No. 17 rated "Need for instructional materials and equipment" higher than did the total sample.

19. Teachers in Pre K, K, and grades 1-3 in the northern region (n=103) rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

20. The sub-group in No. 19 rated "Need for vocational education and vocational guidance programs" lower than did the total sample.

21. Teachers in Pre K, K, and grades 1-3 in the southern region (n=79) rated "Need for changes of emphases in the objectives and programs of public education" lower than did the total sample.

22. The sub-group in No. 21 rated "Need for improved buildings and facilities" higher than did the total sample.

23. The sub-group in No. 21 rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

24. Teachers in grades 4-8 in the northern region (n=164) rated "Need for improved buildings and facilities" higher than did the total sample.

CRITICAL EDUCATIONAL NEEDS
OPINIONS OF SUB-GROUPS (continued)

25. Teachers in grades 4-8 in the southern region rated "Need for improved buildings and facilities" higher than did the total sample.

26. The sub-group in No. 25 rated "Need for communication between school and community" lower than did the total sample.

27. Teachers in grades 9-12 in the northern region (n=165) rated "Need for compensatory education programs for disadvantaged children" lower than did the total sample.

28. The sub-group in No. 27 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

29. The sub-group in No.27 rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

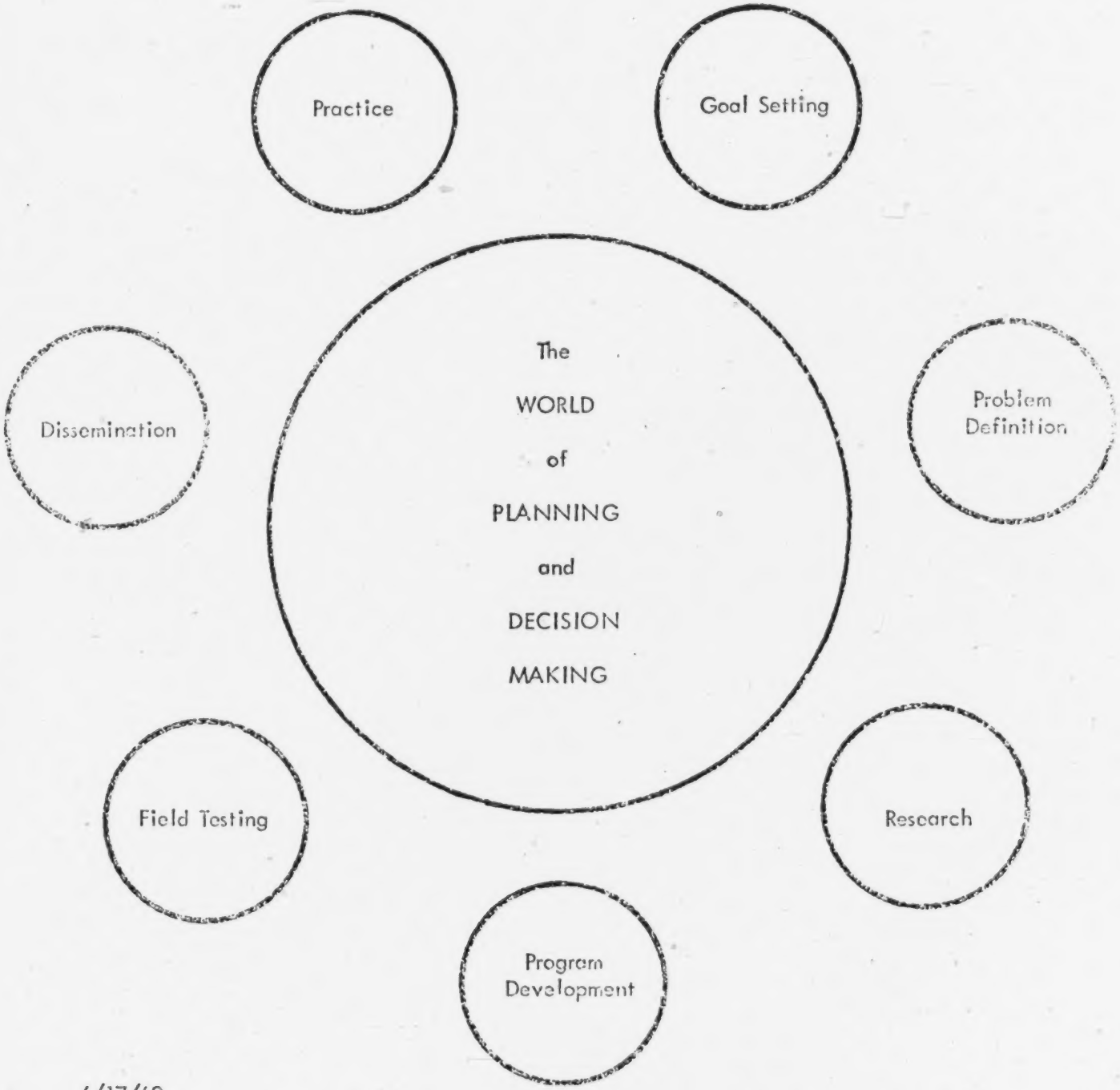
30. Teachers in grades 9-12 in the central region (n=669) rated "Need for changes of emphases in the objectives and programs of public education" higher than did the total sample.

31. The sub-group in No. 30 rated "Need for compensatory education programs for disadvantaged children" lower than did the total sample.

32. The sub-group in No. 30 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

33. The sub-group in No. 30 rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

ORBITING SATELLITES
IN
NEEDS ASSESSMENT



6/17/69
FLB:vc

EVALUATION

INNOVATION

SERVICE

CRITICAL EDUCATIONAL NEEDS IN ARIZONA

SARAH FOLSOM, SUPERINTENDENT
STATE DEPARTMENT OF PUBLIC INSTRUCTION
PHOENIX, ARIZONA

MAY, 1969

This is the report on the educational needs assessment conducted throughout Arizona during the period of January 1969 through April 1969. This assessment was required for the 1970 ESEA Title III State Plan. The information will be valuable to everyone who is interested in the schools and children in Arizona.

The SEA staff expresses its appreciation to those who gave of their time, energy and skill to assist in this initial attempt to determine the current status of education in Arizona. From this survey educators should be better able to make important decisions.

This report covers three areas of the assessment. The first section indicates the programs, services and activities currently in existence in Arizona schools, the second section reports the results of the critical educational needs, and the third section reports the opinion of the sub-groups.

Wayne Taysom
Director

Fred Bedford
Associate Director for Evaluation

Virgil Hoover
Associate Director for Dissemination

PROGRAMS-SERVICES-ACTIVITIES
APRIL, 1969

In March, 1969 the State Department of Public Instruction prepared a survey instrument to be used to determine what programs, services, and activities were currently in existence in the elementary and secondary schools of Arizona. This instrument listed 65 programs, services, or activities. It was mailed to the superintendent of each school district in Arizona. The superintendent was requested to check the items on the list which were currently in use in his district. A total of 114 responses were received. The responses were tabulated and the frequencies are shown in Table 1a. In addition, the rank of each item is shown in Table 1a. The item which was in use in most districts was given the rank of 1.

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Psychological Service

Counseling and Guidance Service

Nursing Service

The items least frequently offered by school districts in Arizona are the following:

Dial Access Retrieval System

Trainable Mentally Handicapped Service

Computer-assisted Instructional Program (CAI)

Deaf and Hard of Hearing Service

Shared Time (Dual Enrollment) Program

It is not to be inferred that a district should have all of the items on the list. Rather, this list has been prepared in order that districts may examine their offerings and consider making available one or more additional program(s), service(s), and activity(ies) to the learners in that district.

It would be interesting to have a similar record of these programs a short five years ago. Surely Teacher Aides would not have ranked first at that time in the number of schools having that service. It is likely that few districts would have had a Head Start Program; or a program on narcotics and drug education. These items point to the great impact that the Federal aid to education has had in the schools of Arizona.

TABLE 1a

AN ASSAY OF PROGRAMS-SERVICES-ACTIVITIES
1969

		NUMBER	RANK
CENERAL			
1.	Community Advisory Council	44	11
2.	Data Processing Unit	12	46
3.	Dial Access Retrieval System	2	64.5
4.	In-Service Training Program (Curriculum Oriented)	50	9
5.	In-Service Training Program (Teacher Self-Growth Oriented)	38	15
6.	Instructional Materials Center	51	8
7.	Interdisciplinary Curriculum Development Team	10	52.5
8.	Mobile Instructional Project	7	59.5
9.	Multi-Media Instructional Materials Center	26	26
10.	Research and Evaluation Program	26	26
11.	Teacher Aides	78	1
SERVICE			
12.	Blind and Partially Seeing Service	11	49.5
13.	Comprehensive Pupil Personnel Service	18	37
14.	Counseling and Guidance Service	56	4.5
15.	Deaf and Hard of Hearing Service	6	61.5
16.	Educably Mentally Handicapped Service	43	12
17.	Emotionally Disturbed Service	26	26
18.	Learning Disabilities Service	18	37
19.	Nursing Service	56	4.5
20.	Physically and Multiple Handicapped Service	7	59.5
21.	Psychological Service	59	3
22.	Social Work Service	13	43
23.	Service for Socially Maladjusted Children	12	46
24.	Speech Therapy Service	31	20
25.	Trainable Mentally Handicapped Service	2	64.5
26.	Tutorial Service	27	24
ORGANIZATION			
27.	Ability Grouping Program	52	7
28.	Advanced Placement Program	13	43
29.	Bussing Program	55	6
30.	Dialogues with other school districts regarding district organization	25	28
31.	Flexible Scheduling Program	21	30
32.	Middle School Program	24	29
33.	Modular Scheduling Program	11	49.5
34.	Nongraded Primary Program	20	32
35.	Nongraded (Continuous Progress) Primary K-6	8	57
36.	Self-imposed Scheduling Program	10	52.5
37.	Shared Time (Dual Enrollment)Program	6	61.5
38.	Team-teaching Program	37	17

TABLE 1a (continued)

PROGRAM		NUMBER	RANK
39.	Adult and Continuing Basic Education Program	39	14
40.	Area Vocational Education Center Program	14	40
41.	Computer-assisted Instructional Program (CAI)	4	63
42.	Consumer Education Program	12	46
43.	Cooperative Vocational Education Program	19	34.5
44.	Cultural Enrichment Program	29	23
45.	Diagnostic Learning Program	19	34.5
46.	Driver Education Program	37	17
47.	Dropout Program	9	54.5
48.	Follow-up Program	20	32
49.	Gifted Program	9	54.5
50.	Head Start Program	30	21.5
51.	Honors Program	14	40
52.	Individual Prescribed Instruction Program (IPI)	11	49.5
53.	Instructional Television Program	14	40
54.	Kindergarten Education Program	37	17
55.	Language Laboratory	33	19
56.	Learning Laboratories Program	8	57
57.	Migrant Children Education Program	11	49.5
58.	Narcotics and Drug Education Program	48	10
59.	Outdoor Education Program	13	43
60.	Pre-Kindergarten	8	57
61.	Programmed Learning Program	20	32
62.	Recreational Program	40	13
63.	Remedial Program in Social Studies, English, Arithmetic, and Reading	64	2
64.	Safety Education Program	30	21.5
65.	Sex Education Program	18	37

TABLE 1b

AN ASSAY OF PROGRAMS-SERVICES-ACTIVITIES
1969

ITEMS	RANK	TABLE 1a NUMBER
Teacher Aides	1	78
Remedial Program in Social Studies, English, Arithmetic, and Reading	2	64
Psychological Service	3	59
Counseling and Guidance Service	4.5	56
Nursing Service	4.5	56
Bussing Program	6	55
Ability Grouping	7	52
Instructional Materials Center	8	51
In-Service Training Program (Curriculum Oriented)	9	50
Narcotics and Drug Education Program	10	48
Community Advisory Council	11	44
Educably Mentally Handicapped Service	12	43
Recreational Program	13	40
Adult and Continuing Basic Education Program	14	39
In-Service Training Program (Teacher Self-Growth Oriented)	15	38
Team-teaching Program	17	37
Driver Education Program	17	37
Kindergarten Education Program	17	37
Language Laboratory	19	33
Speech Therapy Service	20	31
Safety Education Program	21.5	30
Head Start Program	21.5	30
Cultural Enrichment Program	23	29
Tutorial Service	24	27
Multi-Media Instructional Materials Center	26	26
Research and Evaluation Program	26	26
Emotionally Disturbed Service	26	26
Dialogues with other school districts regarding district organization	28	25
Middle School Program	29	24
Flexible Scheduling Program	30	21
Nongraded Primary Program	32	20
Follow-up Program	32	20
Programmed Learning Program	32	20
Cooperative Vocational Education Program	34.5	19
Diagnostic Learning Program	34.5	19
Comprehensive Pupil Personnel Service	37	18
Sex Education Program	37	18
Learning Disabilities Services	37	18

TABLE 1b (continued)

ITEMS	RANK	TABLE 1a NUMBER
Area Vocational Education Center Program	40	14
Instructional Television Program	40	14
Honors Program	40	14
Social Work Service	43	13
Advanced Placement Program	43	13
Outdoor Education Program	43	13
Data Processing Unit	46	12
Service for Socially Maladjusted Children	46	12
Consumer Education Program	46	12
Blind and Partially Seeing Service	49.5	11
Modular Scheduling Program	49.5	11
Migrant Children Education Program	49.5	11
Individual Prescribed Instruction Program (IPI)	49.5	11
Interdisciplinary Curriculum Development Team	52.5	10
Self-imposed Scheduling Program	52.5	10
Gifted Program	54.5	9
Dropout Program	54.5	9
Nongraded (Continuous Progress) Primary K-6	57	8
Learning Laboratories Program	57	8
Pre-Kindergarten Program	57	8
Mobile Instructional Project	59.5	7
Physically and Multiple Handicapped Service	59.5	7
Deaf and Hard of Hearing Service	61.5	6
Shared Time (Dual Enrollment) Program	61.5	6
Computer-assisted Instructional Program (CAI)	63	4
Trainable Mentally Handicapped Service	64.5	2
Dial Access Retrieval System	64.5	2

TABLE III

STATEWIDE CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES AND INTERESTS:

    a. Disinterested (potential dropouts)

    b. Normal pupils with differences in experiences, abilities, and interests

    c. Emotionally disturbed

    d. Economically disadvantaged

    e. Culturally different

2. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

    a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others

    b. Helping pupils develop positive feelings about themselves and gain confidence in their ability

    c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement

    d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions

    e. Helping pupils develop positive attitudes and values regarding people of other races

3. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

    a. Testing and diagnostic services to identify educational, psychological, and physical needs

TABLE III (continued)

b. Specialized guidance personnel (elementary school)

c. Psychological services

d. Remedial instruction

e. Teachers trained to understand and provide for individual differences

4. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

a. More emphasis on values and attitudes

b. More emphasis on inquiry and self-directed learning

c. More emphasis on basic skills of reading, computation, writing

d. More emphasis on individual creativity

e. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

5. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

a. Developmental and remedial courses aimed at job-related proficiencies

b. Supervised work-study programs (part time work outside the school during school hours)

c. Vocational counseling (including vocational aptitude testing)

d. Pre-vocational general shop programs (elementary school)

e. Job placement programs (high school)

6. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

a. Remedial and tutorial service

b. Lower class size

TABLE III (continued)

c. Pre-first grade education

d. Special programs for disruptive children

e. Trained teacher aides

7. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

a. Space

b. Storage for instructional materials, projects, etc.

c. Furniture and fixtures (suitable for programs)

d. Space flexibility

e. Environmental qualities (lighting, heating, ventilating, etc.)

CRITICAL EDUCATIONAL NEEDS
1969

A survey of educational needs as perceived by educators (public and private), representatives of colleges and universities, and non-school people was completed. There were 4,773 usable responses. The responses to the survey items were tabulated and the results carefully examined by the ESEA Title III staff to determine the needs which were considered to be critical. Items on the survey instrument that were selected as needs most frequently by the respondents were most thoughtfully considered by the members of the staff in making the final decision concerning which items to include as critical needs statewide. These are shown in Table III.

Responses to the major items of the survey from the northern, southern, and central areas of the state were compared by use of the chi-square test. No significant differences were found. This means that regional critical educational needs as perceived by the 4,773 respondents to the survey instrument, are essentially alike and are the same as the critical educational needs statewide.

Some differences exist in the specific needs listed under the GENERAL NEEDS. These are shown below with the per cent of respondents checking the item as a need given by region:

TABLE III	SPECIFIC NEED	NORTHERN REGION	SOUTHERN REGION	CENTRAL REGION	
1c	Emotionally disturbed	38%	44%	60%	significant @ .02 level
4a	More emphasis on values and attitudes	44%	92%	74%	significant
6c	Pre-first grade education	31%	38%	43%	significant @ .05 level
7c	Furniture and fixtures suitable for programs	32%	37%	54%	significant @ .05 level

CRITICAL EDUCATIONAL NEEDS
OPINIONS OF SUB-GROUPS

The survey instrument design was such that the opinions of a number of significant sub-groups could be tabulated and compared with the critical educational needs as perceived by the sample population as a whole. The items recorded here are those for which the per cent of responses concerning a particular item made by the sub-group differed considerably.

1. Members of boards of education, community representatives, and members of advisory committees (n=78) rated "Need for communication between school and community" higher than did the total sample.

2. University staff, members of Junior College staff and State Department of Public Instruction Personnel (n=142) rated "Need for changes in emphases in the objectives and programs of public education" higher than did the total sample.

3. The sub-group in No. 2 rated "Need for instructional materials and equipment" lower than did the total sample.

4. The sub-group in No. 2 rated "Need for programs relating to the integration of minority groups" higher than did the total sample.

5. Teachers in the northern region (n=410) rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

6. Teachers in the southern region (n=440) rated "Need for improved buildings and facilities" higher than did the total sample.

7. Teachers in No. 6 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

8. Counselors (n=97) rated "Need for instructional materials and equipment" lower than did the total sample.

9. Elementary principals, secondary principals, superintendents of schools, and county superintendents in the northern region (n=129) rated "Need for curricula and programs that meet the needs of young people who have widely varying experiences, physical and mental abilities, and interests" lower than did the total sample.

CRITICAL EDUCATIONAL NEEDS
OPINIONS OF SUB-GROUPS (continued)

10. The sub-group in No. 9 rated "Need for instructional materials and equipment" lower than did the total sample.

11. The sub-group in No. 9 rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

12. The sub-group in No. 9 rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

13. The sub-group in No. 9 for the southern region (n=120) rated "Need for curricula and programs that meet the needs of young people who have widely varying experiences, physical and mental abilities, and interests" lower than did the total sample.

14. The sub-group in No. 13 rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

15. Teachers in the southern region (n=440) rated "Need for improved buildings and facilities" higher than did the total sample.

16. The sub-group in No. 15 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

17. Non-puplic school personnel (n=451) rated "Need for changes of emphases in the objectives and programs of public education" lower than did the total sample.

18. The sub-group in No. 17 rated "Need for instructional materials and equipment" higher than did the total sample.

19. Teachers in Pre K, K, and grades 1-3 in the northern region (n=103) rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

20. The sub-group in No. 19 rated "Need for vocational education and vocational guidance programs" lower than did the total sample.

21. Teachers in Pre K, K, and grades 1-3 in the southern region (n=79) rated "Need for changes of emphases in the objectives and programs of public education" lower than did the total sample.

22. The sub-group in No. 21 rated "Need for improved buildings and facilities" higher than did the total sample.

CRITICAL EDUCATIONAL NEEDS
OPINIONS OF SUB-GROUPS (continued)

23. The sub-group in No. 21 rated "Need for compensatory education programs for disadvantaged children" higher than did the total sample.

24. Teachers in grades 4-8 in the northern region (n=164) rated "Need for improved buildings and facilities" higher than did the total sample.

25. Teachers in grades 4-8 in the southern region rated "Need for improved buildings and facilities" higher than did the total sample.

26. The sub-group in No. 25 rated "Need for communication between school and community" lower than did the total sample.

27. Teachers in grades 9-12 in the northern region (n=165) rated "Need for compensatory education programs for disadvantaged children" lower than did the total sample.

28. The sub-group in No. 27 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

29. The sub-group in No. 27 rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

30. Teachers in grades 9-12 in the central region (n=669) rated "Need for changes of emphases in the objectives and programs of public education" higher than did the total sample.

31. The sub-group in No. 30 rated "Need for compensatory education programs for disadvantaged children" lower than did the total sample.

32. The sub-group in No. 30 rated "Need for vocational education and vocational guidance programs" higher than did the total sample.

33. The sub-group in No. 30 rated "Need for pupil services such as guidance and counseling, health services, social work, and psychological services" lower than did the total sample.

A P P E N D I X C

PRE-PROPOSAL FOR ASSESSMENT OF EDUCATIONAL NEEDS OF ARIZONA

BACKGROUND FOR PRE-PROPOSAL

ASSESSMENT OF EDUCATIONAL NEEDS FOR ARIZONA

The Problem. It is evident that some sort of objective basis need to be developed for an assessment of the educational needs of Arizona. This should be organized in such a manner as to serve as a guideline for taking stock annually during the next few years. Different subject fields or school activities could be assessed from year to year by feeding different material into the model.

Objectives. There are four prime objectives which should be included in the proposal:

a. Developing model, matrix, or design containing the ingredients needed for functional assessment of educational needs in Arizona.

b. Making a test-run inventory of the educational needs of Arizona, based on use of the model constructed in (a) above. In essence, this becomes an implementation of the model developed for Arizona, subject to the limitations of data available.

c. Preparing steps or proposals for long range implementation of the model in total.

d. Writing a report designed to fit into the State Plan for Title III, as per the conditions stated in the guidelines for preparation of a State Plan for Title III.

Description of Activities. The following activities will be pursued in developing the model suggested in (a) under objectives:

1. Contact with 49 other states to see what was included in their comprehensive assessment of the educational needs of each state (via Title III Directors).

2. Perusal of Title III State plans to ascertain what factors were taken into account in the section on assessment of educational need.

3. Assay of all data reports available at the State Department of Public Instruction and the three state universities.

4. Intensive probe of all information on the subject by Regional Laboratories, R and D Centers, ERIC, and USOE (plus DEF and any other similar group).

5. Contact with Group IV Deans of Colleges of or Schools of Education to identify their suggestions or reactions to ways and means of assessing educational needs.

6. Contact with Ralph Tyler, Edgar Morphet, and other nationally eminent leaders in the field of assessment of educational need for their suggestions.

7. Contact with up to 84 national professional membership societies to learn their contributions to the picture.

8. Contact with the Arizona High School Visitor, the County School Superintendents, the central administration of major school districts, the three state universities, and the AEA with its administration group affiliates for their reactions and suggestions. Also, the NEA should be included in this group along with the major affiliates.

9. Contact with 49 other state education associations for their ideas and assistance.

10. Contact with "The Committee on Assessing the Progress of Education" for ideas which might be useable.

The following activities are proposed as the next step for (a) under objectives:

1. Distillation of highlight and practical ideas, suggestions or practices emerging from the contacts in the foregoing ten activities.

2. Testing the efficacy of the ideas via "think tank" (advisory council) approach.

3. Weaving the best ideas into a working model for assessment of educational needs in Arizona.

4. Presenting the model to Title III officials in Washington for evaluation, and to Title III officials in Arizona.

5. Re-working the model in the light of evaluations and suggestions received.

The following activities will be pursued in developing (c) and (d) under

activities:

1. Preparation of a report for long range implementation of the model including ways and means of obtaining additional data needed.

2. Preparation of a report designed to fit into the State Plan for Title III as per the guidelines for the State Plan. This would be a spring board for use by the State Advisory Council in preparing its next State Plan.

A P P E N D I X D

MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT

This AGREEMENT is made and entered into this 27th day of June, 1969, by and between the State Department of Public Instruction, Phoenix, Arizona and the ARIZONA BOARD OF REGENTS through the Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona.

It is HEREBY AGREED that the Bureau of Educational Research and Services will investigate and identify critical educational needs in Arizona in both cognitive and affective domains and in psychomotor areas. The Bureau of Educational Research and Services will develop or modify a model for needs assessment which will encompass collection and codification of existing data, development of dialogue, including varied populations of Arizona, assembly of information reflecting State Department of Public Instruction educational activities relative to the state's educational needs, and evaluation of the model.

This contract deals with the first phase of a comprehensive appraisal of Arizona educational needs and the specific areas include the following:

The model will be developed for assessing educational needs and codifying the data in a usable form as a basis for curriculum development and program modifications.

This model will serve the purpose of providing data for ongoing and periodic assessment of Arizona educational needs.

The model will be tested and refined using the procedure indicated below.

Areas of critical educational needs in Arizona will be identified. From the critical educational needs in Arizona identified above, one or more of the major areas of educational needs will be assessed using available data from the State Department and local school districts. This assessment will provide information for program implications and for the refinement of the model.

The concepts of self-correcting factor should apply in the model development, priority determination, and assessment of respective critical educational needs.

The application of the model will include more specifically, four classifications: (1) data collection and codification, (2) dialogue development, (3) assembly of educational activities correlation information, and (4) evaluation of the model and of the application of the model. (Approximately 7.5% of the contract will be applied to evaluation.)

It is FURTHER AGREED that the needs assessment model will be mutually acceptable to the Title III staff of the State Department of Public Instruction and the Bureau of Educational Research and Services.

The Bureau of Educational Research and Services, Arizona State University, as primary contractor, will be responsible for the direction of the project and coordination of all consultants and other resources incident thereto.

Resources of the State Department of Public Instruction, Arizona State University, Northern Arizona University, and University of Arizona will be united in cooperatively assessing the educational needs within Arizona public schools.

The State Department of Public Instruction will release available basic data and information as needed and appropriate for this study.

The State Department of Public Instruction will enlist the assistance of local school districts in providing certain basic data as requested, for the conduct of this study.

The Bureau of Educational Research and Services will deliver fifty (50) copies of the report to the State Superintendent of Public Instruction on or about August 15, 1970 or within thirty (30) days of this date.

All recommendations and reports of the consultants will be released by the Bureau of Educational Research and Services to the State Superintendent of Public Instruction or his authorized agents. Any further release of reports will be at the discretion of the State Superintendent of Public Instruction.

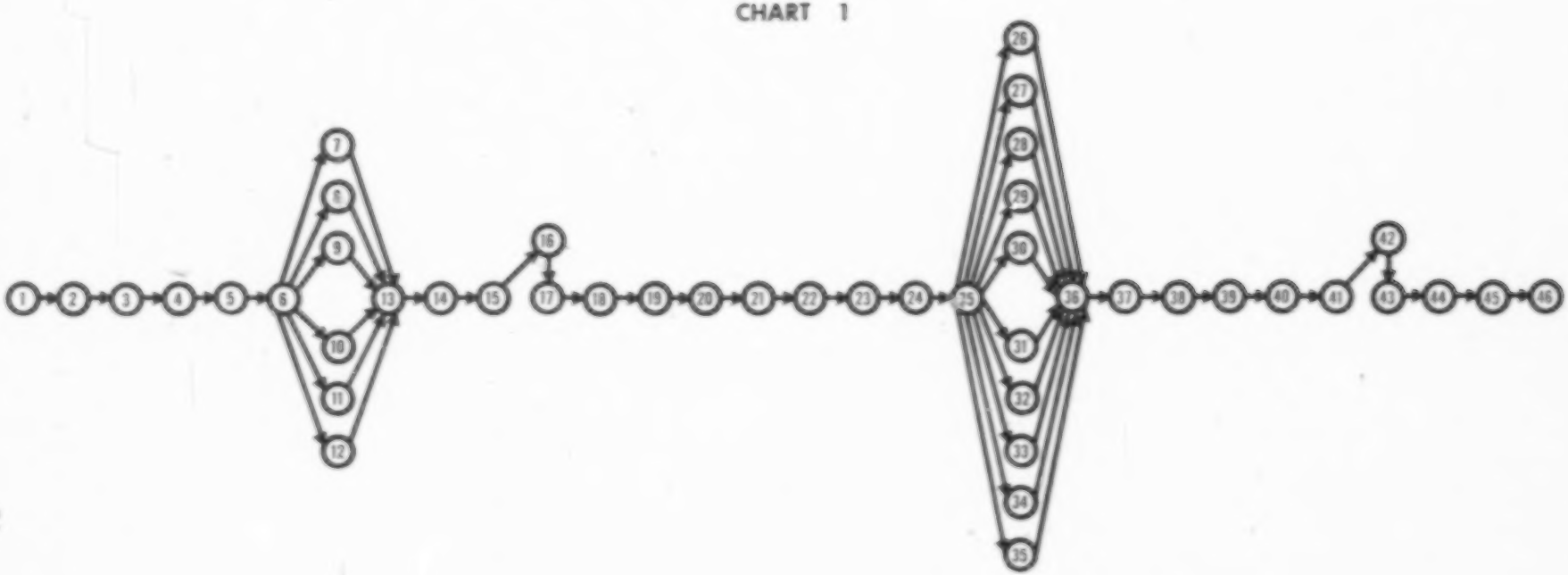
General progress reports will be made to the Title III staff immediately preceding each date of the payment schedule, and at these times, modifications may be made as needed and as mutually agreeable to both parties.

[Amounts of compensation, schedule of payment, and signatures are deleted.]

A P P E N D I X E

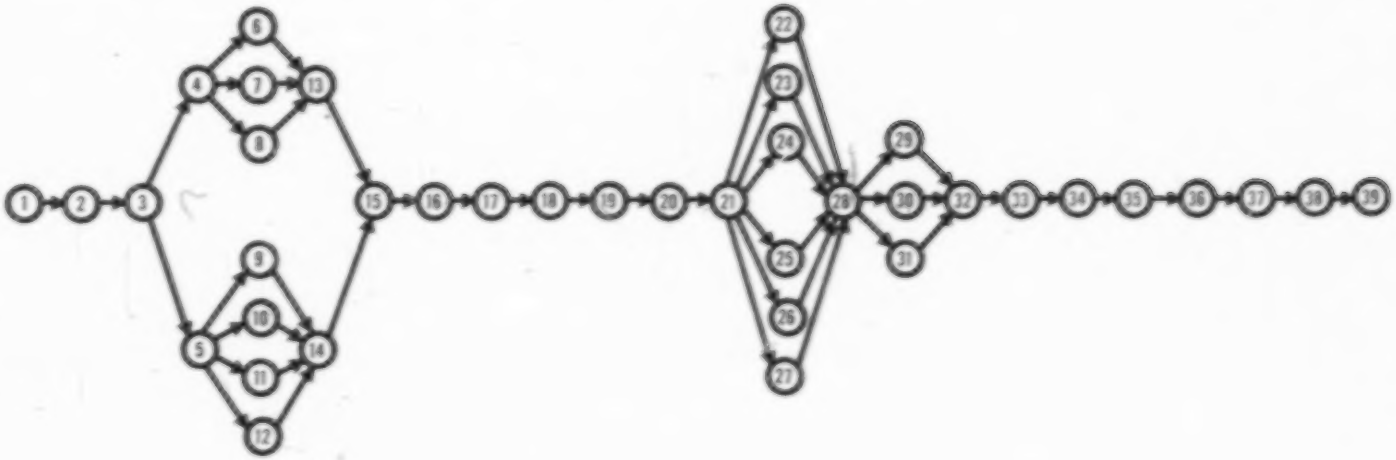
SELECTED SAMPLES OF MODELS

CHART 1



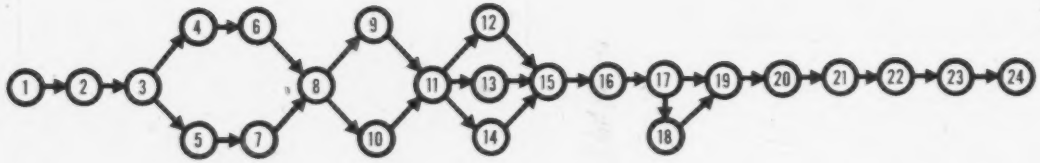
1. Preliminary Rationale Set
2. Project Staff from State Universities Selected
3. Agreement for Outside Audit Negotiated
4. Preliminary Model Design Established
5. State Advisory Committee Selected
6. Internal Advisory Committee Selected
7. Plan to Identify Educational Goals and Prior Educational Needs Developed
8. Educational Goals and Needs from Literature and Research Identified
9. Educational Goals and Needs from Arizona Plan Identified
10. Educational Goals and Needs from other State Plans Identified
11. Educational
12. Previously Unstated Needs Identified by Educators
13. Educational Goals and Needs Classified and Restated
14. Educational Needs Compared with Educational Goals
15. Model Design Refined
16. Title III Directors' Reactions to High Visibility Models Sought
17. Regional Title III Coordinator Conferences Assayed for Assistance
18. Measurable Objectives and Test Items to Measure Them Identified
19. Survey Instruments Developed
20. Survey Instruments Evaluated by Advisory Committee
21. Survey Instruments Revised
22. Symposium to Refine Instruments Conducted
23. Revised Survey Instruments Evaluated by National Jury
24. Survey Instruments Revised
25. Defensible Samples of Population Selected
26. County School Superintendents' Reaction Tabulated
27. State Department Divisions' Reaction Tabulated
28. District Superintendents' Reaction Tabulated
29. Teachers' Reaction Tabulated
30. Pupils' Reaction Tabulated (Urban, Rural, Ethnic Groups)
31. Citizens' Reaction Tabulated; Ethnic Groups Included
32. Professional Membership Societies' Reaction Tabulated
33. National Assessment Groups' Reaction Tabulated
34. Supervisors' Reaction Tabulated
35. Other Selected Groups' Reaction Tabulated
36. Survey Results Analyzed
37. Accuracy Checked by Audit Group, Advisory Councils and State Coordinator
38. Needs List Revised--Most Critical Needs Ranked Highest
39. Final Evaluation by Advisory Committee Completed
40. Final Revision of Critical Needs List Completed
41. Product Submitted to State Title III Office
42. Evaluation by Outside Auditor Completed
43. Outside Auditor's Evaluation Analyzed
44. Design for Continuous Assessments for Future Years Submitted
45. Design for Continuous Assessments Approved by Advisory Committee
46. Implementations Recommended

CHART 2



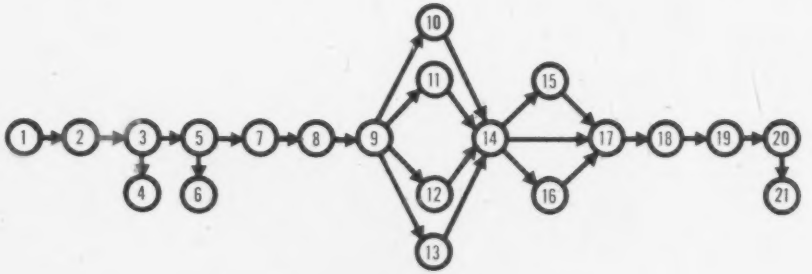
1. Project Staff from A.S.U., U. of A., N.A.U. Selected
2. Agreement for Outside Audit Negotiated
3. Advisory Committee Selected
4. Plan to Identify Educational Goals Developed
5. Plan to Identify Prior Educational Needs Developed
6. Educational Goals from Literature and Research Identified
7. Educational Goals from Arizona Plan Identified
8. Educational Goals from other State Plans Identified
9. Educational Needs from Literature and Research Identified
10. Educational Needs from Arizona Plan Identified
11. Educational Needs from other State Plans Identified
12. Previously Unstated Needs Identified by Educators
13. Educational Goals Classified and Restated
14. Educational Needs Classified and Restated
15. Educational Needs Compared with Educational Goals
16. Survey Instruments Developed
17. Survey Instruments Evaluated by Advisory Committee
18. Survey Instruments Revised
19. National Jury Selected
20. Revised Survey Instruments Evaluated by National Jury
21. Survey Instruments Revised
22. County School Superintendents Surveyed
23. State Department Divisions Surveyed
24. District Superintendents Surveyed
25. Teachers Surveyed
26. Students Surveyed
27. Citizens Surveyed
28. Survey Results Analyzed
29. Accuracy Checked
30. Validity Tested
31. Reliability Appraised
32. Needs List Revised--Most Critical Needs Ranked Highest
33. Final Evaluation by Advisory Committee Completed
34. Final Revision of Critical Needs List Completed
35. Product Submitted to State Title III Office
36. Evaluation by Outside Auditor Completed
37. Outside Auditors' Evaluation Analyzed
38. Design for Continuous Assessment for Future Years Submitted
39. Design for Continuous Assessment Approved by Advisory Committee

CHART 3



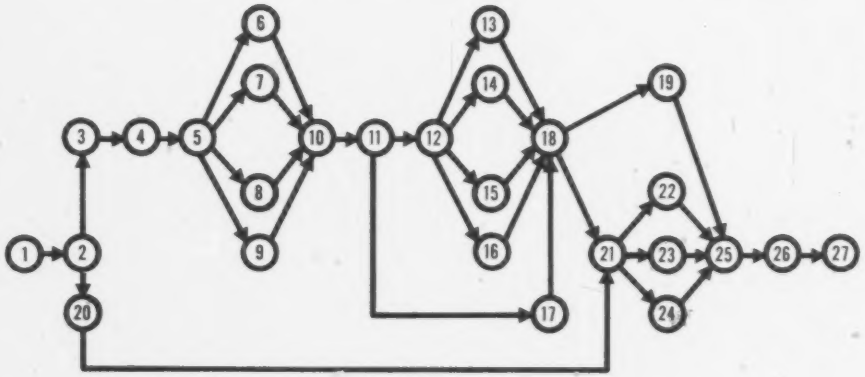
1. Evaluation of Educational Status Begun
2. Objectives Determined
3. Philosophical Background for Study Developed
4. Problem Deliminations Determined
5. Problem Assumption Determined
6. Literature Reviewed
7. Other State Plans Reviewed
8. Composition of Assessment Model Begun
9. Population Parameters Set
10. Geographic Parameters Set
11. Questionnaire Developed by Consultants
12. Other Data from Data Processing used as Input
13. Other Data from Governor's Report used as Input
14. Other Data from State and Local Studies used as Input
15. Juries Selected for First Year Questionnaire Reactions
16. Juries Selected for Continuous Future Assessments
17. Questionnaires Mailed or Distributed
18. Questionnaires Received
19. Data Analysis Begun
20. Questionnaire Reactions Compared with other Data
21. Data Analysis Completed
22. Educational Status Determined from Total Results
23. Educational Status Interpreted as Educational Needs
24. Educational Status Evaluation Ended

CHART 4



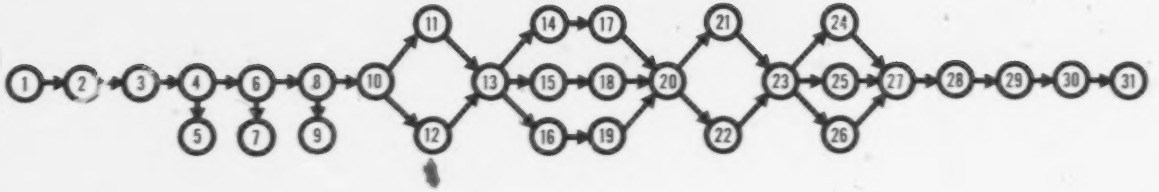
1. Project Director Selected
2. State Advisory Committee Selected
3. Key Project Staff Recruited
4. Assignments to Project Staff Issued
5. Design for the Project Developed by Director, Staff, Consultant
6. Design for the Project Formed into a "PERT" Chart
7. Professional Consulting Firm Hired to Carry out Assessments
8. Instruments Designed to State Needs in Terms of Pupil Behavior
9. Instruments Sent to all School Districts
10. Superintendents Responded to Form
11. Principals Responded to Form
12. Teachers Responded to Form
13. Students Responded to Form
14. All Instruments Completed and Returned by All School Districts (State Requirement that this be done)
15. Returned Instruments Analyzed According to Area of Education
16. Student Responses Analyzed in Comparison to other Groups
17. Returned Instruments Analyzed According to Geographic Area
18. Needs List Written
19. Programs Devised to Meet the Needs by Educational Experts
20. Instruments to Evaluate Proposed Programs Devised by Consulting Firm
21. Programs Implemented

CHART 5



1. Project Designed
2. Project Design Approved by Advisory Committee
3. Phase I Contracted
4. Interviewers Trained
5. Interview Instrument Developed
6. Students Interviewed
7. Public Interviewed
8. Educators Interviewed
9. Dropouts Interviewed
10. Interview Results Analyzed
11. Final Instrument Developed
12. Instrument Field Tested
13. Students Interviewed
14. Public Interviewed
15. Educators Interviewed
16. Dropouts Interviewed
17. Computer Programs Written
18. Statistics Analyzed
19. Analysis Summarized
20. Phase II Contracted
21. Research Team Created
22. Educational Policies Reviewed
23. Educational Values Reviewed
24. Facts Collected
25. Facts Analysis Summarized
26. Priority of Needs Determined
27. Critical Educational Needs Listed

CHART 6

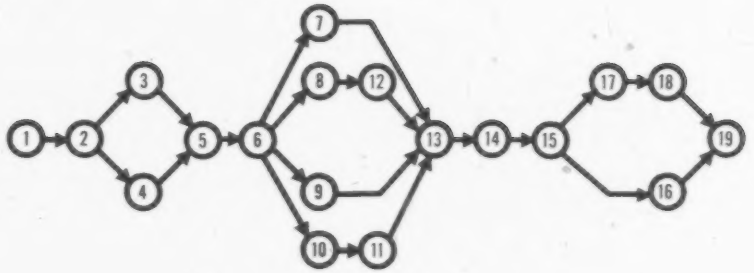


1. Preliminary Rationale for the Project Set
2. Director Selected
3. Advisory Committee Selected
4. Staff Recruited
5. Staff Assignments Made
6. Project Design Developed
7. Project Design Charted and Written
8. Plan to Identify Needs Developed
9. Needs Identified
10. Goals Developed in Measurable Terms
11. Data Collected on Present Status of Education
12. Future Goals for Education (DEF) Projected
13. Present Status Projected
14. Needs Compared with Goals
15. Present Status of Education Compared with Goals
16. Projected Status Compared with Future Goals
17. Gaps Related to Needs Noted
18. Gaps Related to Goals Noted
19. Gaps or Future Needs Related to Projected Status Noted
20. List of Critical Needs Established
21. Problem Statements Formulated
22. Problem Statements of Needs Ranked by Priority
23. Alternative Plans to Solve each Priority Problem Created
24. Implications of each Plan Projected
25. Feasibility Checked
26. Ability to Close Gap and Meet Problems Checked
27. Best Plan for Meeting Priority Problems Selected
28. Resources for Development and Testing Assigned
29. Plan Implemented
30. Plan Evaluated by Product and Process
31. Endorsed Plan or Results Diffused

CHART 7

1. Preliminary Rationale Set
2. Project Staff from A.S.U., U. of A., and N.A.U. Selected
3. Agreement for Outside Audit Negotiated
4. Preliminary Model Design Established
5. State Advisory Committee Selected
6. Internal Advisory Committee Selected
7. Plan to Identify Educational Goals Developed
8. Plan to Identify Prior Educational Needs Developed
9. Educational Goals from Literature and Research Identified
10. Educational Goals from Arizona Plan Identified
11. Educational Goals from other State Plans Identified
12. Educational Needs from Literature and Research Identified
13. Educational Needs from Miscellaneous Groups or Individuals Identified
14. Educational Needs from Arizona Plan Identified
15. Educational Needs from other State Plans Identified
16. Previously Unstated Needs Identified by Educators
17. Educational Goals Classified and Restated
18. Educational Needs Classified and Restated
19. Educational Needs Compared with Educational Goals
20. Model Design Refined
21. Title III Directors' Reactions to High Visibility Models Sought
22. Measurable Objectives and Test Items to Measure Them Identified
23. Survey Instruments Developed
24. Survey Instruments Evaluated by Advisory Committee
25. Survey Instruments Revised
26. National Jury Selected
27. Revised Survey Instruments Evaluated by National Jury
28. Survey Instruments Revised
29. Defensible Samples Selected
30. County School Superintendents Surveyed
31. State Department Divisions Surveyed
32. District Superintendents Surveyed
33. Teachers Surveyed
34. Pupils Surveyed (Urban, Rural, Ethnic Groups)
35. Citizens Surveyed; Ethnic Groups Included
36. Survey Results Analyzed
37. Accuracy Checked by Audit Group, Advisory Councils and State Coordinator
38. Validity Tested
39. Reliability Appraised
40. Needs List Revised--Most Critical Needs Ranked Highest
41. Final Evaluation by Advisory Committee Completed
42. Final Revision of Critical Needs List Completed
43. Product Submitted to State Title III Office
44. Evaluation by Outside Auditor Completed
45. Outside Auditor's Evaluation Analyzed
46. Design for Continuous Assessments for Future Years Submitted
47. Design for Continuous Assessments Approved by Advisory Committee

CHART 8

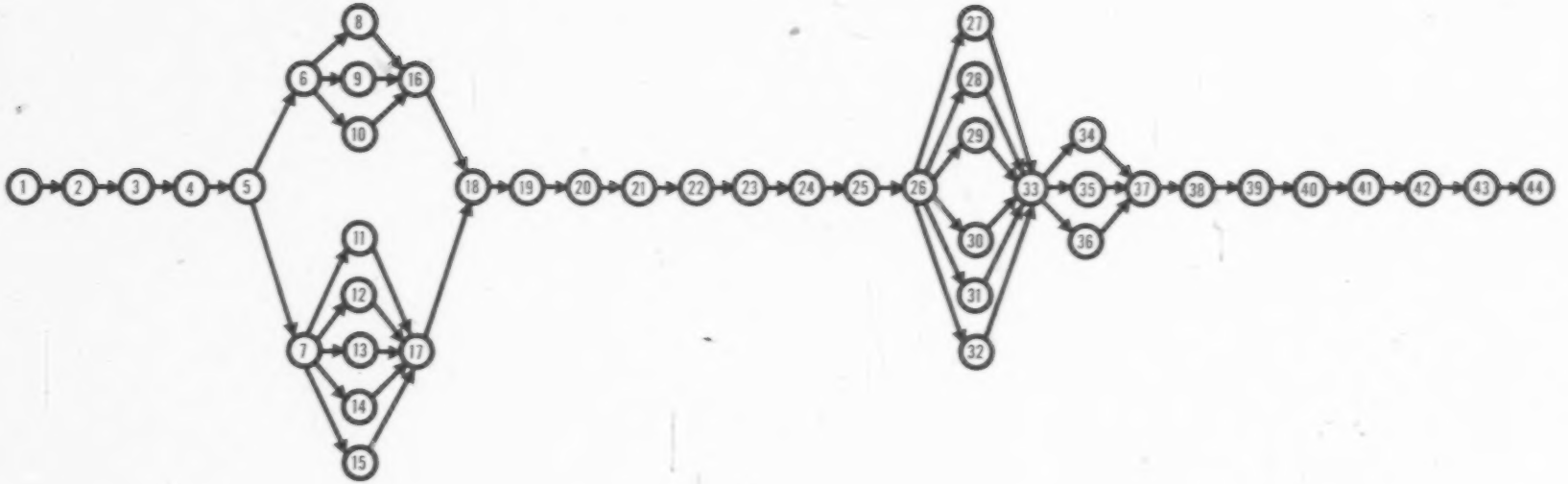


1. Evaluation of Educational Status Begun
2. Planning Assessment Begun
3. Population Parameters Set
4. Geographic Parameters Set
5. Community Described
6. Plan for Assessment Made
7. Financial Status Identified
8. Materials for Assessment Acquired
9. Communication Organization Established
10. Means of Analysis Begun
11. Means of Analysis Determined
12. Assessment of Educational Need Begun
13. Survey Completed
14. Data Processed
15. Data Analyzed
16. Broad Goals Set
17. Educational Status Determined from Survey Results
18. Educational Status Interpreted as Educational Needs
19. Educational Status Evaluation Ended

A P P E N D I X F

PRELIMINARY MODEL FOR STAGE II

CHART 9



1. Project Staff from A.S.U., U. of A., and N.A.U. Selected; Preliminary Rationale Set
2. Agreement for Outside Audit Negotiated
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27. County School Superintendents Surveyed
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36. Reliability Appraised
37. Needs List Revised--Most Critical Needs Ranked Highest
38. Final Evaluation by Advisory Committee Completed
39. Final Revision of Critical Needs List Completed
40. Product Submitted to State Title III Office
41. Evaluation by Outside Auditor Completed
42. Outside Auditor's Evaluation Analyzed
43. Design for Continuous Assessment for Future Years Submitted
44. Design for Continuous Assessment Approved by Advisory Committee

A P P E N D I X G

WORKING REFERENCE LIST

(partially annotated)

Working Reference List

A working reference list was developed for and used by the team throughout the project. Although used for various purposes, some of the entries would not be carried over to a refined bibliography. In instances where the material was on the work shelf for the team, full bibliographic reference is not made at this point, and the material was referred to by a number on the document. As a post Stage II step, and for use in Stage III, the team proposes to evaluate carefully the total references list and develop a refined annotated bibliography containing only the most useful materials.

REFERENCE LIST

Alexander, Willard A. "A Study of Public Attitudes Regarding the Use of Federal Monies for Aiding Public Schools in Pinal County," 1958.

Amphitheater Public School. Project: Evaluative Programs for Innovative Curriculum, Tucson, Arizona.

A. NATURE OF THE PROBLEM. Programs for evaluation to meet the needs of the innovation and exemplary dimensions of educational change have failed to appear in modern education. The problem of narrowing the gap between current educational research and existing practices in our schools is magnified when evaluation programs fail to keep pace with planned innovations. The dissemination, demonstration, and utilization of new knowledge is a continuous process, and demands a well-organized plan for evaluation.

B. INNOVATION AND EXEMPLARY PROGRAMS. Innovation and exemplary forces affecting the utilization of a new knowledge in education will be provided for through: (1) a program for evaluation of the forces affecting innovative ideas and exemplary programs, and (2) an Evaluation Center to implement this program.

C. PLANNING PROCEDURES. Planning procedures were initiated through a planning grant (Title III of the Elementary and Secondary Education Act of 1965) for the development of a program for evaluation, and a Center to implement this program in the State of Arizona. The planning phase will continue through June of 1967.

D. NEED FOR FINANCIAL SUPPORT FOR PLANNING. High tax rate, well above average per capita expenditures, and a heavy financial commitment to education have made it impossible to obtain funds for the planning of a program and organization of an Evaluation Center.

Ammerman, H., and W. Melching. The Derivation, Analysis and Classification of Objectives. Alexandria, Virginia: George Washington University, HumRRO, May 1966 (Technical Report 66-4).

Anderson, Barnard, et. al. "Mingus Union High School Survey," 1966.

Anderson, Barnard, et. al. "Yavapai County Junior College Survey," 1966 (includes recommendations on need, potential, curriculum, and site).

Armstrong, Robert J., et. al. Developing and Writing Behavioral Objectives. Tucson, Arizona: Educational Innovators Press, Inc., 1968, 95 pp.

Babcock C. "Evaluating Educational Innovation," Audiovisual Instruction, May 1964, 9:268-70.

The author discusses evaluation of innovative practices in the audiovisual area and presents part of an instrument for evaluating the practices.

Banathy, B. Instructional Systems. Palo Alto, Fearon Press, 1969.

Barbe, Walter B., Kenneth J. Smith, and Roach Van Allen. "Individualizing Reading Instruction," U of A, College of Education, Monography Series 3.

The booklet consists of three short articles concerning what is individualized reading instruction and how to use it.

Beatty, Walcott H. (Chairman and editor). "Improving Educational Assessment and An Inventory of Measures of Affective Behavior," ASCD Commissions of Educational Outcomes, 1969.

Bemis, Katherine A., and Glenn B. Schroeder. "Classroom Strategies: Behavioral Objectives," Southwestern Cooperative Educational Lab., Inc.

The manual provides teachers with guidelines on the development and application of behavioral objectives to classroom instruction. It covers cognitive, affective, and psychomotor domains of learning.

Bennis, W. Changing Organizations. New York: McGraw-Hill, 1966 (LC-65-25915).

Bergan, John R. "A Systems Approach to Psychological Services," presented to the APA Convention, September 1969.

The author states that there are two methods of getting psychological knowledge into education. One of these methods is to advocate high levels of training for school psychologists, and the other is to establish sub-specialities related to the field of psychology; both of these methods are ineffective. The author therefore feels that psychological services can be increased by reliance on psychological services systems as the vehicle for interaction between psychology and schools.

Blumstein, A., and R. Larson. "The Systems Approach to the Study of Crime and Justice," in Morse (Ed.) Operations Research for Public Systems. Cambridge: Massachusetts Institute of Technology, 1967 (LC-67-27347).

Bloom, B. (Ed.). Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. New York, Longman Green, 1956.

Boothe, Robert F., et. al. "Apache County High School District Survey," 1965 (projects curriculum, facility, administration and policy needs).

Brain, George B. "What's the Score in National Assessment?" Today's Education, October, 1969, 18-21.

In reference to national assessment, the author states that for the first time in American education an attempt is under way to sample systematically the skills, knowledge, and attitudes of groups of Americans and to report the results to all the people involved directly or indirectly in the ongoing process of improving education in this country.

Briggs, L. J., Peggie L. Campeau, R. Gagne, and M. A. May. Instructional Media: A Procedure for the Design of Multi-Media Instruction, A Critical Review of Research, and Suggestions for Future Research. Submitted to U. S. Department of Health, Education and Welfare, Office of Education, Palo Alto, California; American Institute of Research, Monograph No. 2, 1967.

Burch, David N. "Meeting the needs of Indian youth through the Bureau of Indian Affairs program under Title I of the ESEA," 1968.

Burger, Henry G. Ethno-Pedagogy: A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns, September 1969.

Byram, Lester Wade. "An Investigation to determine the feasibility of Establishing Additional High Schools in Mohave County," 1967.

Caplan, Stanley, and Mavis D. Martin. The SWCEL Program and Your School, An Administrator's Manual, Southwestern Cooperative Educational Laboratory.

The manual is an explanation of SWCEL's demonstration and field test program and the administrator's role in the program.

Center for Early Childhood Education, U of A. "Ochoa Tucson Public Schools, The Research School," September, 1969.

The folder tells of the district's desire to develop a new program, designed to provide a wider base of experience and intellectually related activities which involve children in their own learning.

Cooper, Janet A. "A Study of Two Indian High Schools' Occupational Preparation Programs," 1966 (includes recommendations based on a questionnaire).

Cozon, Mary. "An Informal Statement of the Tucson Early Childhood Education Program," presented to Headstart OEO, November 1968.

The paper discusses the Tucson Early Education Model which has the following objectives: the development of a positive attitude

toward learning the development of a language base, the development of an intellectual base, and the acquisition of the societal arts and skills.

Crawford, Joyce H. "How the Verde Valley Community Began Action to Improve Mental Health," 1957 (might act as a paradigm for community action, including local educational agencies).

Crossland, Nancy L. "An Investigation of Creativity as Related to Two Factors of Cultural Difference."

Two groups of high school English students, one considered advantaged and the other disadvantaged, were given Kaya's Solving Puzzles Test Form X to determine if there was a difference in creative ability between the two groups. It was concluded that the advantaged group was more flexible than the disadvantaged, but that there was no difference in fluency, organization or originality between the two groups.

DESIGNING EDUCATION FOR THE FUTURE.
An eight-state project, Project Office, 1362 Lincoln Street, Denver, Colorado.

A selection of six of their publications was used in this study, listed as follows:

1. PROSPECTIVE CHANGES IN SOCIETY BY 1980

2. IMPLICATIONS FOR EDUCATION OF PROSPECTIVE CHANGES IN SOCIETY

3. PLANNING AND EFFECTING NEEDED CHANGES IN EDUCATION

4. THE SCOPE AND QUALITY OF OUR PUBLIC SCHOOLS

5. EMERGING DESIGNS FOR EDUCATION

6. REPORT OF RECOMMENDATIONS

Donley, Hugh H. "A Study of Some of the Problems of a School in the Grand Canyon National Park," 1954.

Dubsky, Milton Charles. "A Study of Attitudes and Beliefs Concerning Education and Schools in Superior, Arizona," 1960 (summary of questionnaire of 106 respondents to attitudes and beliefs about school and the needs of the educational system).

Esbensen, Thorwald. Working With Individualized Instruction. Palo Alto, California: Fearon Publishers, 1968, 122 pp.

Espich, J., and B. Williams. Developing Programmed Instructional Materials. Palo Alto, California: Fearon Publishers, 1968, 122pp.

Esterly, Jean E.L. "Oral Communication Among Fifth Grade Students Having Varying Cultural Backgrounds."

The author feels that there is a need for proficiency in oral communication in English. Children were divided into two groups of 25, each with one group entering a first grade with no training in English and the second spending a year in a special class designed to teach children English before entering the first grade. The children who were in group two spoke twice as many words as those in group one upon entering the first grade. Group one was found to be less proficient in all but one of the aspects of oral communication in English as compared with group two.

Ford, Warren V., Richard A. Harvill, Robert F. Paulsen, and Wayne David Smith. Training Counselors for the Alcoholic.

Foster, William N. "The Relationship of High School Curriculum to Industrial Employability of Students."

The study was conducted to determine the views of industrial employers on public school programs needed to prepare students for industrial employment. The majority of respondents felt that a broadly-based education with emphasis upon communication, especially reading, was critical.

Frobisher, May Wayner, Ronald W. Henderson, and Richard J. Rankin. "Positive Effects of a Bicultural Preschool Program on the Intellectual Performance of Mexican-American Children," presented to American Educational Research Association, February, 1969.

The study sought to test the assumption that the intellectual performance of disadvantaged Mexican-American children may be favorably affected by integrating them into classes with Anglo peers from more advantaged backgrounds. It was concluded that integrating disadvantaged Mexican-American children into classes with advantaged Anglo's did have a favorable effect on their intellectual performance as tested by Wechsler Pre-Primary Scale of Intelligence.

Fulton, W.R. "Self-Evaluative Instrument for Education Media Programs," Education Screen Audiovisual Guide, January, 1966, 45:24-5t.

Garber, Malcolm. Classroom Strategies: Culture and Learning Styles, Southwestern Cooperative Educational Laboratory, Inc.

The report discusses a research project aimed at discribing some of the characteristic learning styles of culturally disadvantaged children and some of the environmental factors which contribute to school success.

Gagne, R. The Conditions of Learning. New York: Holt, Rinehart & Winston, Inc., 1965.

Gagne R. Psychological Principles In System Development. New York: Holt, Rinehart and Winston, 1965.

Glaser, R. Training Research and Education. University of Pittsburgh Press, 1962. Reprinted as part of Science Editions, Wiley, 1965 (LC-62-7930).

Hayden, Scott M. "An Investigation of the Needs of the New Teachers During Their First Year in the Williams Public School," 1954.

Henderson, Ronald W. "Environmental Variables as Predictors of Academic Performance," presented at the Annual Meeting of Western Psychological Association, June 20, 1969.

The study purported to test the validity of selected environmental variables as predictors of academic success for young children from an ethnic minority. The author concluded that the validity of the predictions was based on the quality of the environmental variables measured.

Henderson, Ronald W. "Research and Consultation In the Natural Environment," presented at the A.P.A. Convention, September, 1969.

The paper summarizes some of the research conducted to identify environmental variables which are related to intellectual performance, and then describes an environmental intervention program designed to manipulate these variables.

Hobson, Arline. "Paraprofessionals Develop Professional Skills," Aides to Teachers and Children, September 1969, p. 35-40.

The study discusses the training of 11 women from four migrant centers in Arizona, to act as teacher aides. The program consisted of observation of children in a child development center, discussions, and work sessions with the teachers and children. It was felt that the aides developed sensitivity to children and their needs, and were motivated to continue their education.

Hobson, Arline. "Systematic Language Modeling," Contemporary Education, 1969, 40:4.

The author discusses the natural method of language learning being implemented with systematization. She states that if the teacher does not teach language by the textbook, she can perceive the child's efforts to organize and code his world in order to find its meaning, and decide how to model language behavior for him.

Hocker, Mary E. "Reading Materials for Children Based on Their Language Patterns of Syntax, Vocabulary, and Interests."

The author feels that if basic sentence patterns in a child's own oral language are introduced, the child's reading development will be facilitated.

Hoeft, Harold D. "A Study of the Drop Outs from One Parker, Arizona Elementary School," 1966 (includes recommendations for deterring drop outs).

Homer, Vivian. "An Introductory Sequence of Lessons to Accompany an Oral Language Program," Southwestern Cooperative Educational Laboratory, Inc.

The report states that the pre-lessions provide a set of brief daily activities for children encountering school and standard English for the first time. It is hoped that participating in the activities will increase the likelihood that the children will feel comfortable and will respond vocally and enthusiastically during subsequent systematic instruction in speaking and listening to standard American English. It then presents five pre-lessons.

Hughes, Marie M. Arizona Center for Early Childhood Education--Annual Report, 1968-1969.

The report summarizes the center's focus and research carried out at the center.

Hughes, Marie M. (Director). "Sociocultural Characteristics and Educational Achievement of Mexican-Americans," 1969.

The report states that the Mexican-Americans constitute the largest minority group in the Southwest and that they live within a separate socio-cultural system from the other people of the region. They are characteristically economically disadvantaged and members of complex networks of nuclear and extended families living where they were raised and adhering to a Mexican version of the Roman Catholic faith.

Hughes, Marie M. The Tucson Early Education Model, Arizona Center for Early Childhood Education, January, 1969.

The paper explains the rationale behind the model and explains the model which is a framework in which the teacher and aide working with the program assistant and field representative can evolve a program which reflects their own ideas.

James, Calvin E. "An Analysis of the Effectiveness of Vocational-Industrial Day-Trade Preparatory Programs in Arizona High Schools," 1963.

The dissertation surveyed the vocational-technical education of students in the state, with emphasis on the expression of needs in their educational development.

Johnson, R. A., et. al. The Theory and Management of Systems. New York: McGraw-Hill Book Co., 1967.

Kessler, Delores K. "An Assessment of School Readiness Among Project Head Start Children."

The Anton Brenner Developmental Gestalt Test of School Readiness and the Pictorial Test of Intelligence were given to 30 Spanish-American participants of a Head Start program, and to a like group who qualified for the program but did not participate. It was concluded that Head Start participants did not benefit in the area of school readiness as measured by the tests and that the tests were not good predictors of school achievement.

King, Robert L. The Workshop '69, Final Report of the Bureau of Indian Affairs.

Krathwohl, D. R. (ed.). Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964.

Kurlak, George M. "A Follow-up Study of the Graduates and Drop Outs of Colton Union High School Between the Years of 1957 and 1963," 1966.

Lee, Arthur M. "Engineering and Technology in Arizona," 1968.

Leighton, Elizabeth R. "The Nature of Cultural Factors Affecting the Success or Failure of Navajo College Students."

The study was conducted to identify cultural factors affecting degree persistence of Navajo college students by the use of ethnographic literature and interviews. It was concluded that a relationship exists between the Navajo moral code, traditional practices, and the level of degree of persistence, and that counseling of these students should be based upon these factors.

Leshin, George. "The Exceptional Child in the Regular Classroom," College of Education, Monograph Series 1, 1967, U of A.

The report stated that 4,500,000 school age children are listed as exceptional (emotionally, mentally, or physically). Consequently, teacher education programs must provide opportunities for the classroom teachers to learn about exceptionality in the form of in-service programs, summer workshops and seminars.

Levanthal, Eleanor and Madeleine F. Speiss. Classroom Strategies: Classroom Management Series.

The manual proposes to furnish teachers with information and guidelines relative to pupil learning both in the affective and the cognitive domains, and in the area of social control. It is recommended for the use of elementary teachers and especially commended to situations with varied cultures represented.

Lombardi, Thomas Philip. "Psycholinguistic Abilities of Papago Indian Children."

The study sought to investigate the psycholinguistic abilities of the Papago Indian school children by use of the Illinois Test of Psycholinguistic Abilities. The author concluded that children have an auditory-vocal channel deficit, and learning disability patterns. He, therefore, concluded that, they need time for changes in mental development and emphasis on school remediation for the auditory-vocal channel deficits before the learning disability patterns can be ameliorated.

Mager, R., and K. Beach, Jr. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers, 1967.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers; Rochester, New York: Fundamental Research Laboratory, Zerox Corporation.

Mager, Robert F. Developing Attitude Toward Learning. Palo Alto, California: Fearon Publishers, 1968, 104 pp.

Mason, Margaret H. "A Survey of First Grade Teacher in Five Northern Arizona Counties as to Their Opinions of the Value of Kindergartens," 1964.

McAshan, H.H. Writing Behavioral Objectives, A New Approach. Harper and Row.

Mehrens, William A. "National Assessment Through September, 1969," Phi Delta Kappan, December, 1969, 54:215-17.

The author states that educational decisions must continually be made and that as more and more is demanded of education, these decisions become more difficult. Consequently, as much data as possible is needed for these decisions and national assessment will provide such data.

Mertens, Majorie K. "A Visual Perception Test for the Prediction and Diagnosis of Reading Ability."

The study was conducted to construct and begin standardization of a visual perception test (The Visual Perception Test) to be used as a group test to predict reading difficulties as a result of a visual preceptual deficit. It was concluded that the test is a good predictor and that reading diagnostic tests should emphasize design copying and visual memory to be good predictive tests.

Metfessel and Michael. A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs.

Miller, Bruce E. "An Investigation Into Some of the Major Problems Confronting a Beginning Principal in a Small High School," 1956 (survey of fifteen administrators, eleven from Arizona).

Moore, Robert B. "Supervising Teachers' Recommendations Regarding Subject Matter Background of Student Teachers," 1956.

Myers, Richard D. "Construction of an Attitude Scale to Measure Ethnic Attitudes of Elementary School Children," 1956.

NAU College of Business Administration. "Self-Evaluation Report to the American Association of Collegiate Schools of Business," 1968 (analyzes departmental organization and indicates immediate, specific needs in facilities, staff, and equipment).

NAU Teacher Corp. "A Proposal to the U. S. Office of Education for a Teacher Corp Project: NAU and Seven Navajo-Hopi Reservation Schools" (specifies needs and objectives in "Program Summary").

Olivero, James L. "Development . . . A Position Paper," Southwestern Cooperative Educational Laboratory.

The author states that there are no clear standards defined for the process called development; but that a regional educational laboratory must operationally define the process. Consequently, the outline's parameters of the process, suggest criteria for assessing status of development, and provides direction for determining when a 'product' is ready for distribution.

Olivero, James L. "Self-Evaluation Via Video Tape Feedback: One Method of Improving Teacher Performance."

The author discusses the use of video tapes to improve teaching by having the teacher look at himself and critique his performance according to pre-determined standards and hopefully, then improve himself in his weak areas.

Parmee, Leila K. "Perception of Personal-Social Problems by Students of Different Ethnic Backgrounds."

The author conducted a study of Negro and Mexican-American students at Pueblo High School where it was concluded that they need guidance in the selection and preparation for a suitable vocation; and help in acquiring better study habits and skills. The author felt that the information should be provided on:

1. Range of possible vocations open.
2. Knowledge of exact job requirements.
3. Guidelines regarding interviews and applications.
4. An understanding of his own abilities and limitations.

Paxton, S. Gage, Jr. "A Study of the Self-Concept of the Navajo Indian Adolescent," 1963.

Pfeiffer, J. New Look at Education: System Analysis in Our School and Colleges. New York: Odyssey Press, 1968.

Popham, W. James. "Focus on Outcomes: A Guiding Theme of ES'70 Schools," Phi Delta Kappan, December, 1969, 54·208-10.

The author states that the single most important deficiency in American education is its preoccupation with instructional process. He contends that the focus of education should be placed on outcomes, which will result in an increased probability that the instructional outcomes will be realized.

Putnam, J. "Standard Terminology for Instruction in State and Local School Systems." An Analysis of Instructional Content, Resources and Processes, U.S.O.E. Dept. H.E.W. Handbook VI, State Education Records and Reports Series, 1967.

Radio-TV Bureau, U. of A., "Teaching English Through Television to a Spanish-Speaking Population," November, 1968.

The pamphlet reports the development of a series of video-tapes designed to teach English to Spanish-speaking adults by using an innovative television format and a group of consultants' reactions to the tapes.

Rittle, Emily M. "The Extent to Which Extra-curricular Participants at the High School Level Continue to be Involved at the U. of T."

The study was conducted to determine if students who are active in extra-curricular activities in high school continue to be active in college. It was concluded that those who were active in high school continue to be active in college and that the "extremely active" college students maintained the highest GPA's followed by the Greeks, and then the "non-participants."

Rouen, David Lawrence. "Determining the Achievement Decline of the Elementary Navajo Student in the Chinle, Arizona, Public School System and Possible Factors for the Decline," 1965.

Ryan, Charles O. "The Effects of Occupational Information on the Career Aspirations of High School Boys with Limited Academic Ability."

The author feels that there is a need for an on-the-job training and/or occupational information to produce a more sound approach to occupational goal choices.

He furthermore concluded that:

1. Offering on-the-job training and occupational information to mentally retarded senior high school boys tended to promote a more appropriate Total Occupational Aspiration, a more appropriate Realistic Level of occupational choice, and a more appropriate Idealistic Level of occupational choice.

2. There is a need for study to determine the advantages of on-the-job experiences for high school age academically disinclined youth.

3. There would appear to be a need for a study to determine a more appropriate method for classifying mentally retarded children for educational purposes.

4. Offering occupational information only to slow-learning senior high school boys tended to have little effect upon the Idealistic Level of occupational choice.

5. On-the-job training may have had a greater influence on the Idealistic Level than on the Realistic Level of occupational choice.

6. Classroom teacher endorsement of an occupational information program appeared to have had little influence on the occupational choice of slow-learning senior high school boys.

Salter, Josephine H. "Analysis of Need and Resources for Greater Indian Emphasis at Arizona State College at Flagstaff," 1951.

Sanders, James L. "A Drop Out Study of Eighth Grade Graduates in Flagstaff, Arizona," 1964 (identifies problems and recommends solutions).

Schwyhart, Frederick K. "Exploration of the Self-Concept of Retarded Readers in Relation To Reading Achievement."

The author concluded that 35 ninth grade retarded readers had a negative self-concept upon entering a reading improvement program. It was found that as the program progresses the children developed more positive image even though only 21 of the subjects indicated any reading gain during the program.

Silberman, H., and L. Carter. "The Systems Approach, Technology, and the School," New Approaches to Individualizing Instruction. A report of a conference on May 11, 1965. Educational Testing Service, Princeton, New Jersey.

Simpson, Elizabeth Jane. "The Classification of Educational Objectives Psychomotor Domain." Urbana, Illinois: University of Illinois, 1966 (unpublished project report).

Smith, Kenneth J., and Henry M Truby. "Dialectal Variance Interferes with Reading Instruction," April,1968.

The authors stated that the paper was a plea for awakening the field of language study--our own, because of the differences in pronunciation, phrasing, word-definitions, and word importance.

Smith, Kenneth J. "Phonetics and Dialect Characteristics of Language."

The author states that there are many dialects, and that these produce a communication problem when children hear others speak who do not have the same dialect as they do, and when they learn to read. The author then states that whether the teacher chooses to teach the child a second dialect, to teach him to read in his first dialect, or some combinations of the two, he must have a precise understanding of (1) the phonetics of his own dialect, (2) the phonetics of the child's dialect, (3) the points of confusion among dialects, and (4) teaching procedures to overcome those confusions.

Smith, Kenneth J. Reading Development Center Annual Report for 1968-69.

The report summarizes major changes in the instructional program of the center and summarizes faculty publications for the year.

Smith, R. G., Jr. An Annotated Bibliography on the Design of Instructional Systems. Unclassified and processed for Defense Documentation Center Defense Supply Agency, U. S. Department of Commerce, Washington, D. C., National Bureau of Standards and Institute for Applied Technology, 1967.

Smith, R. G., Jr., The Design of Instructional Systems. Alexandria, Virginia: George Washington University, HumRRO, November, 1966 (Technical Report 66-18).

Smith, Wayne David. MDTA Project--Phase Two, Final Report, U. of A., 1970.

Project sought to determine if hard-core unemployed persons become employable through comprehensive psychological and vocational evaluation, and intensive counseling services. One hundred twenty-five clients received an eight-week course of intensive diagnostic, counseling, and placement services. Of the 125, 25% were Anglo-Saxon, 28% were Negro, 33% were Mexican-American, and 14% were American Indian. Thirty-eight per cent of the clients were placed directly into employment and an additional 18% were placed into training programs.

Smith, Wayne David. "Proposal to Develop a Pilot Program to Determine How Certain Cooperative Agencies Can Coordinate to Provide Vocational Rehabilitation Services to a Selected Group of Clients with Mental Health Problems."

The paper proposes a study to determine if four agencies can cooperate in forming a mental health service center for southern Arizona.

Smith, David Wayne. "The Community Resources Project: Goals, Approach, and Activities 1966-67."

The paper is a summary of the project's goals and activities to date.

Southwestern Cooperative Educational Laboratory. Oral Language Program.

The booklet states that the program is a set of instructional materials for teaching English language speaking and listening skills in preschool and first grade classes. It outlines the program and gives sample lessons.

Southwestern Cooperative Educational Laboratory, Inc, SWCEL Classroom Management Program. "Delay and Magnitude of Reward for Achieving Behavioral Objectives."

The program sought to study and develop, pragmatically, classroom management techniques and their accompanying procedures, with the objectives of increasing the children's interest in taking part in the learning process and increasing student gain in behaviors deemed desirable.

"Stroke Home Care and Rehabilitation Program."

The project proposed to evaluate home care and self-help devices for stroke and cardiac patients, and to institute restorative nursing and rehabilitation services to stroke patients, providing home care and other agency services, assisting the patient to achieve self-care and independence. The group felt that all of the patients benefited from their program.

Thayer, J.A. "A Survey of the Relationships Between Boards of Education and School Superintendents of Five Counties of Northern Arizona," 1964 (Chapter VI analyzes school and community problems).

Thayer, J.A. "The Effects of Group Counseling on Achievement and Behavior of Junior High School Students."

The experiment was conducted to determine if group counseling of junior high school students one half of which were self-referred and one half of which were teacher-referred would have greater gains in academic grade-point scores and behavior grade-point scores than their non-counseled peers. It was concluded that group counseling participants of both categories showed greater gains in academic and behavioral grade-point scores than their non-counseled peers and that the counselor became well acquainted with the majority of his counselees.

"The Chicano is Coming Out of Tortilla Flats . . . One Way or the Other!" Proceedings of the Conference on Adult Basic Education, July 1968.

The pamphlet explains four principle ABE (Adult Basic Education) priority areas which were discussed in two small group sessions at the conference: television as a media for English as a second language, paper and pencil materials as an instructional means or as a supplement for English instruction by other media, teacher training programs for teachers and teacher aides of Spanish-speaking adults in basic education programs and establishment of an active Adult Basic Education Clearing House.

The Rehabilitation Center, College of Education, U. of A. "Application for Continuation of Training Grant Program in Rehabilitation Counseling for 1969-70."

The Rehabilitation Center, College of Education, U. of A. "Application for Continuation of Training Grant Rehabilitation Counseling with the Deaf for 1969-70."

The paper is a request for funds to continue the University of Arizona's pre-service training program in rehabilitation counseling for the Deaf.

The Rehabilitation Center, College of Education, U. of A. "Application of Training Grant for Special Field Instructional Unit to Train Counselors with the Deaf."

The program is a request for funds to continue the special field instructional unit to train master's level counselors and doctoral personnel to work with the deaf at the U. of A.

The Rehabilitation Center, College of Education, U. of A. "Continuation Application Workshop Administration" (Vocational Evaluation).

The paper is a request for funds to continue support of a program designed to train vocational evaluators.

The Rehabilitation Center, College of Education, U. of A. "Special Field Instructional Unit to Train Rehabilitation Counselors for the Mentally Retarded."

The proposal is a request for funds to extend the present rehabilitation counselor training program to include a field instructional unit to provide specialized course work and opportunity for a supervised clinical practice in the rehabilitation of mentally retarded persons.

The Rehabilitation Center, College of Education, U. of A. "Request for Funds to Carry Out a Survey of the Training Level of Health, Rehabilitation, and Welfare Personnel in the Areas of Diagnosis, Services, and Program Manangement for the Mental Retardate."

The paper is a request for funds to study the manpower training needs of health, welfare, and rehabilitation personnel who deal with mental retardates, to be carried out in two phases. The first phase would be a survey and the second phase would be dependent upon the results of the first.

Tyler, R.W. "Evaluating the Elementary School," National Elementary Principal, 43:8-13, May, 1964.

The author states that the first step in evaluating is the statement of educational objectives, and that evaluation is to be accomplished by comparing the level of achievement of the students in a similar school. Teachers and staff members should periodically obtain tests, observations, interviews, relevant records, and a sample of pupil products. This material should be assessed in reference to the educational objectives, and then a report should be made which presents the data, the interpretations made, and the plans proposed for improvements.

Tyler, R.W. Agenda for the Nation. Brookings Institute, Washington, D.C.

United Community Funds and Councils of America, U. of A., A Continuation of the UCFCA Coalition Planning Project, Phase III.

The paper consists of the background, significance of the problem, objectives, definitions, implementation procedures, cost estimates, and budgets for the continuance of coalition planning as developed in the various United Community Funds and Councils of America.

Watson, Guy A. "Training for Cross-Cultural Teaching."

The paper discusses the development of teacher training programs to increase the teachers' understanding of cultures other than his own. The major components of the program are: 147 oral language lessons and a set of pre-lessons for the children; teacher's manuals for both of the above; and teacher training manuals and materials in (a) The Effect of Culture on Learning Styles (descriptive); (b) A Cultural Sensitivity Program (affective); (c) Classroom Management Strategies (prescriptive).

Weaver, Halene U. "A Comparison of Word Fluency Among First Grade Children With Head Start Background and Those Without Head Start."

The study was conducted to determine if Head Start programs produced greater word fluency among disadvantaged children when they entered the first grade. It was concluded that the Head Start children did not show greater word fluency, but that children who participated in a school year of Head Start showed a significant gain over children with an eight-week summer program.

Wetzel, Ralph F. "A Cooperative Effort of University Researchers and Public Schools in the Development of an Early Childhood Education Program," presented to Bureau of Indian Affairs Conference on Early Childhood Education, March, 1968.

The paper describes some of the events that have been occurring at the U. of A. and in Tucson Public Schools in an effort to build and implement new educational programs.

Wetzel, Ralph F. "Behavior Modifications Techniques and the Training of Teacher's Aides," presented to the APA Meeting, August 1969.

The paper discusses a training program for five trainee groups, each composed of a teacher and two or more aides and volunteers, participating in a four-week training program. The program stressed setting behavioral goals, the shaping and positive reinforcement of goal behavior, and the evaluation of methods and procedures. It was concluded that the maximum change in aide behavior was in bringing the verbal behavior about reinforcement and the use of reinforcement in the pre-school into congruence.

Young, Joe M. "A Study of the Noninstructional Problems Which Inhibit Learning In the Elementary School and Their Implications for the Organization of Elementary School Guidance Services."

The study was conducted to determine the per cent of students in elementary schools who have non-instructional problems (learning difficulties, anxiety, and hostility). It was concluded that an estimated 7.63% of the children have non-instructional problems that need remediation by services of caseworkers, psychologists, counselors, teachers with more training in guidance and counseling and programs of developmental or preventive guidance.

Zacharisen, Derwin L. "A Survey of the Elementary School Principal's Instructional Leadership Role in School Districts of Northern Arizona," 1966 (summary of twenty-five superintendents on principal's role in supervision).

A P P E N D I X H

AGREEMENT FOR OUTSIDE AUDIT

A G R E E M E N T

THIS AGREEMENT is made and entered into this 1st day of January 19 70 between the Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona, hereinafter known as the "University," and Mountain States Consultant Services, Inc., hereinafter known as the "Consultant Group."

It is hereby agreed that:

1. The Consultant Group will conduct an educational audit of the project on assessment which is being implemented by the University under contract to the Arizona State Department of Education; the project to be completed prior to August 15, 1970.
2. The Consultant Group shall render the above services commencing January 2, 1970 and ending August 1, 1970.
3. In consideration of such services, the University shall pay to the Consultant Group the sum of Three Thousand Dollars ($3,000.00) according to the following schedule:
   a. Ten percent (10%) or Three Hundred Dollars ($300.00) upon completion of this agreement.
   b. Three equal payments of Twenty-Five Percent (25%) or Seven Hundred Fifty Dollars ($750.00) on March 1, 1970; May 1, 1970; and July 1, 1970.
   c. Fifteen percent (15%) or Four Hundred Fifty Dollars ($450.00) upon acceptance of the final report.
4. The Consultant Group agrees to provide formative and summative evaluative services based on three on-site visitations (or more

as needed) including an oral presentation of the final report if such an oral report is desired by the University, and/or monthly reports to the Consultant Groups by the University.

5. It is understood that the evaluation will be based on progress the University makes toward completion of its contract with the Arizona State Department of Education and the quality of the work accomplished. The task of the University is understood to be the development of a model for assessing educational needs in Arizona in an ongoing and periodic manner including data collection and modification, dialogue development, and assembly of educational activities and correlation of information.
6. The Consultant Group agrees to provide fifty copies of the final evaluation report within ten (10) days after the completion of the work outlined in this agreement or by August 10, 1970.
7. The Consultant Group will appoint from its staff a contract officer who will direct the audit and to whom all communications should be directed.
8. This agreement represents the total cost to the Bureau of Educational Research and Services, Arizona State University. Mountain States Consultant Services, Inc. will provide all consultant services and other expenses incident to the fulfillment of this agreement.

Mountain States Consultant Services, Inc. Denver, Colorado	Bureau of Educational Research and Services Arizona State University
_____ Roger L. Duncan, President	_____ Merwin Deever, Director

A P P E N D I X I

SAMPLES OF INSTRUMENTS AND INTRODUCTORY LETTERS

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

April 15, 1970

Dear Educator,

As you probably are aware, it is necessary to develop an educational needs assessment for Arizona in connection with its participation in Title III, Elementary Secondary Education Act. The Bureau of Educational Research and Services of Arizona State University is assisting in this special inventory in one of several kinds of activities.

One of the most important conclusions drawn by several other states in our nation is that the opinions of people are very, very important in developing this type of assessment. Obviously, many other kinds of information, such as achievement and other test scores, should be brought into the picture. We are in hearty agreement that the reactions and opinions from all segments of our citizenry are of tremendous importance, and we believe that you, from your vantage point and with your interest in education, could be of inestimable help in this endeavor. All information sent to us will be kept impersonal and will be respected as a professional judgment.

We very much need your assistance. We earnestly solicit ten minutes or less of your time to fill out the enclosed instrument and mail it back to us before May 1, 1970. Incidentally, the instrument is very similar to ones used in several other places, and we may be able to compare our findings with those of other key states.

Again, we invite and urge your participation, and we shall be most grateful for your help in this matter.

Cordially,

GDM/ns

G. D. McGrath
Coordinator of Assessment Project

ARIZONA EDUCATIONAL NEEDS SURVEY

(Response Sheet)

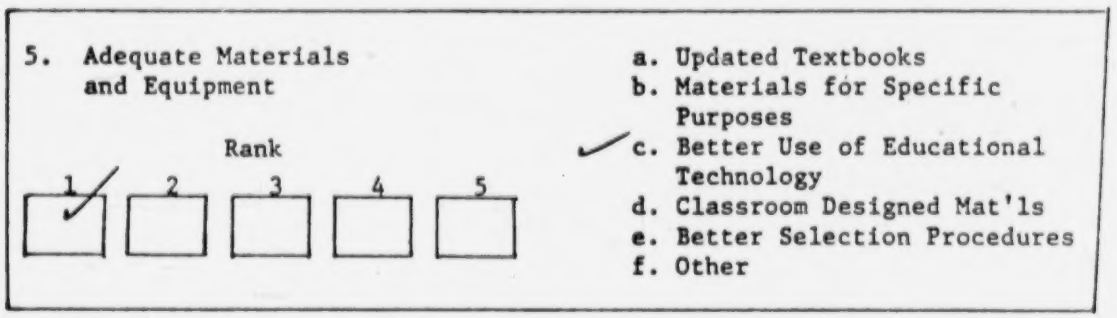
Form 1970

PART 1

Select the five most important of these ten "General Need" categories and circle the numbers of your choice. Rank each of your five need categories in order of importance by marking the appropriate "Rank" number. (1-most important, 2-next in importance, etc.)

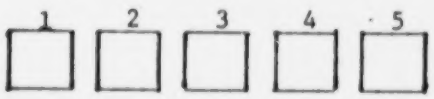
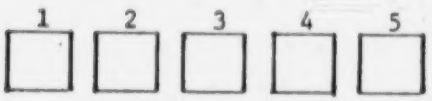
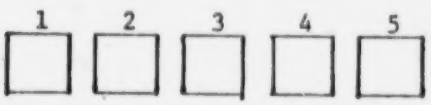
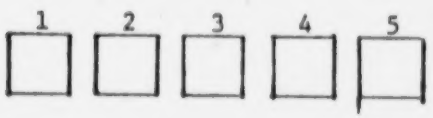
Under "Specific Needs" each of the "General Needs" has been subdivided. Mark one of the sub-divisions to show your choice of specific needs under each of the general needs you chose.

For example, if you should select "General Need" number 5, Adequate Materials and Equipment, you would circle the number 5 and if you consider it of first importance you would check the number 1 rank box. Then if you were to choose the specific need, Better Use of Educational Technology, you would place a check mark in the space to the left of this phrase. (see illustration)

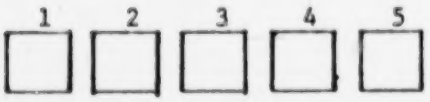


ARIZONA EDUCATIONAL NEEDS SURVEY

(Response Sheet)

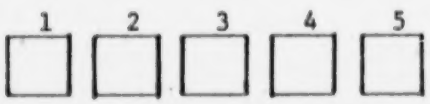
General Needs	Specific Needs
1. Goals 	a. Language Skills b. Mathematics Skills c. Social Skills d. Individualized Instruction e. Value Formation f. Other (list)
2. Proficient Staff 	a. Better Teacher Education b. Improved In-service Training c. Higher Pay d. Better Education Management e. Improved Facilities f. Other (list)
3. Accountability  	a. Product Analysis b. Process Analysis c. Curriculum Evaluation d. Valid Measuring Instruments e. Cost Analysis f. Other (list)
4. Special Services  	a. Guidance Service b. Social Service c. Health Service d. Psychological Service e. Environmental Service f. Other (list)
5. Adequate Materials and Equipment  	a. Updated Textbooks b. Materials for Specific Purposes c. Better Use of Educational Technology d. Classroom Designed Materials e. Better Selection Procedures f. Other (list)
6. School-Community Coordination  	a. School to Community Communication b. Community to School Communication c. Correlation With Home Environment d. Coordination of Public Service Agencies e. Assessment of Community Educational Needs f. Other (list)

7. Contemporary Curriculum



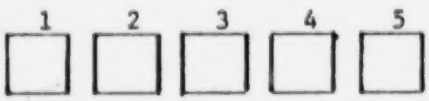
a. Meeting Current Social Needs
b. Flexible Occupational Preparation
c. Revitalizing Urban Schools
d. Meeting Special Rural Education Problems
e. Bridge Between School and Work
f. Other (list)

8. Student Centered Instruction



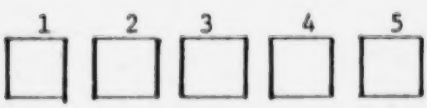
a. Reduced Institutional Requirements
b. Student Assisted Evaluation
c. Increased Free Expression
d. Reduced Authoritarian Practice
e. Student-Teacher Interaction
f. Other (list)

9. Leadership Resources



a. Outside of Profession Consultation
b. LEA Competency
c. SEA Competency
d. USOE Competency
e. University Competency
f. Other (list)

10. Delimitation of School Responsibilities



a. Language and Math Skills Only
b. Total academic and Physical Development of Children
c. Emphasize Problem Solving
d. Emphasize Reading
e. Assume Public School Must Do Everything For the Child That Isn't Being Done Elsewhere
f. Other (list)

If you prefer, list an additional general need category as one of six selections you would make.

11. Other (please list)

ARIZONA EDUCATIONAL NEEDS SURVEY

(Response Sheet)

PART II

From among the following, rate the target populations which you consider to have the most critical educational needs from 1 to 5. That is, place a 1 in the one you consider to have the most critical need, a 2 in the next most critical, etc.

Ethnic Minorities ☐	Early Childhood ☐	Urban Populations ☐
Rural Populations ☐	Handicapped ☐	Other(list) ☐

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA 85281
COLLEGE OF EDUCATION

April 20, 1970

Dear Fellow Citizen of Arizona,

As you probably are aware, it is necessary to develop an educational needs assessment for Arizona in connection with its participation in Title III, Elementary Secondary Education Act. The Bureau of Educational Research and Services of Arizona State University is assisting in this special inventory in one of several kinds of activities.

One of the most important conclusions drawn by several other states in our nation is that the opinions of people are very, very important in developing this type of assessment. Obviously, many other kinds of information, such as achievement and other test scores, should be brought into the picture. We are in hearty agreement that the reactions and opinions from all segments of our citizenry are of tremendous importance, and we believe that you could be of inestimable help in this endeavor. All information sent to us will be kept impersonal and will be respected as worthy judgment. Unfortunately, we cannot pay you for any assistance to us, but we shall be very grateful for your help.

We very much need your cooperation. We earnestly solicit ten minutes or less of your time to fill out the enclosed instrument and mail it back to us before May 10, 1970. Incidentally, the instrument is very similar to ones used in several other places, and we may be able to compare our findings with those of other key states.

Again, we invite and urge your participation, and we shall be very appreciative for your effort in this matter.

Cordially,

GDM/ns

G. D. McGrath
Coordinator of Assessment Project

OPINION SURVEY

on

EDUCATIONAL NEEDS OF ARIZONA

Spring of 1970
Form 1970-G

Most of us say that SCHOOLS COULD DO A BETTER JOB. We think school teachers, school administrators, and others in the EDUCATION PROFESSION SHOULD LISTEN more to students, parents, businessmen, and citizen's groups.

As a means of getting information on what people OUTSIDE THE EDUCATION PROFESSION think about critical educational needs in Arizona, you are asked to respond to this opinion survey.

As suggestions, some needs are listed. If your choices are not included in the list ADD OTHER ITEMS IN THE SPACES PROVIDED.

Then select those items you consider to be the FIVE MOST IMPORTANT, RANKING THEM FROM ONE TO FIVE, using the number 1 to mark the ITEM OF TOP IMPORTANCE.

THERE IS A SERIOUS NEED FOR_____

☐ 1. _____

_____

☐ 2. More effective teaching of language skills

☐ 3. _____

☐ 4. _____

☐ 5. _____

☐ 6. Better use of educational technology

☐ 7. Evaluation of the product of education

☐ 8. Construction of better school buildings

☐ 9. _____

☐ 10. _____

☐ 11. _____

☐ 12. More individualized instruction

☐ 13. More effective teaching of social skills

☐ 14. Improvement in the training of teachers

☐ 15. More cooperation among home, school and community

☐ 16. _____

☐ 17. _____

☐ 18. _____

☐ 19. Teaching of problem solving

☐ 20. Spending more money for education

☐ 21. _____

☐ 22. _____

☐ 23. Bridging the gap between school and work

☐ 24. Allowance of increased self expression

☐ 25. Tuning in to current social needs

☐ 26. Upgrading of educational agencies of national and state governments

☐ 27. _____

☐ 28. _____

☐ 29. _____

☐ 30. Allocation of more money for handicapped children

☐ 31. Limitation of instruction to the three Rs

☐ 32. More effective teaching of mathematics skills

☐ 33. Better education management

☐ 34. More student personnel services

☐ 35. Improved teaching materials

☐ 36. _____

APPENDIX J

LIST OF CATEGORIES INCLUDED

List of Categories Included

Code Number	Category	Tentative Number
1970 - 1	County Superintendents	14
1970 - 2	S D P I	10
1970 - 3	Superintendents	125
1970 - 4	H. S. Principals	138
1970 - 5	Elementary Principals	469
1970 - 6	Supervisors	125
1970 - 7	Professional Educators University Faculty and J. C. Faculty	125
1970 - 8	College Students	500
1970 - 9	Teachers (public and private)	500
1970 - 10	Prof. Membership Organization (10 groups)	125
		2,131

List of Categories Included

Code Letter	Category	Tentative Number
1970 - A	Professional people (lawyers, doctors, vets, judges, etc.)	100
1970 - B	High School pupils (Student Council leaders, etc.)	500
1970 - C	Governmental leaders (Legislators, Boards of Ed. County Supervisors, elected officials)	100
1970 - D	General public (from telephone directory)	500
1970 - E	Drop outs (from secondary education)	100
1970 - F	Employees - Businessmen	100
1970 - G	Special public (PTA, PTO, Parents without children)	100
1970 - H	Community leadership (Chamber of Commerce, City Council)	100
1970 - I	State Education Committee (Legislature, D.E.F. et. al.)	100
1970 - J	School initiated citizens committees	100
1970 - K	Community Action Councils	100
		1,900

A P P E N D I X K

CRITICAL EDUCATIONAL NEEDS

1969

(by county and for non-public schools)

APACHE COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential drop outs)
   b. Culturally different
   c. Economically disadvantaged
   d. Normal pupils with differences in experiences, abilities, and interests
   e. Mentally gifted

2. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Remedial and tutorial services
   b. Specially designed curricula
   c. Diagnostic services to identify needs of disadvantaged children
   d. Pre-first grade education
   e. Teachers specially trained in providing for individual differences
   f. Adequate and appropriate specialized materials
   g. Trained teacher aides

3. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

   a. Ability of teachers to communicate with parents about the progress of their children
   b. Ability of teachers to communicate with parents about school programs
   c. Ability of the administration and the board of education to communicate with the public about program needs of the schools and related financial requirements
   d. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs
   e. Ability of the school system to make effective educational use of community resources

4. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Testing and diagnostic services to identify educational, psychological, and physical needs
   b. Teachers trained to understand and provide for individual differences
   c. Remedial instruction
   d. Specialized guidance personnel (elementary school)
   e. Psychological services

5. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability

c. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
d. Helping pupils learn respect for the law and develop and understanding of the need for its enforcement
e. Helping pupils develop positive attitudes and values regarding people of other races

4. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

a. Space
b. Storage for instructional materials, projects, etc.
c. Aesthetic qualities (paint, condition of interior, exterior, landscaping, etc.)
d. Space flexibility
e. Environmental qualities (lighting, heating, ventilating, etc.)

5. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

a. More emphasis on inquiry and self-directed learning
b. More emphasis on values and attitudes
c. More emphasis on basic skills of reading, computation, writing
d. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation
e. More emphasis on human relations and inter-racial understanding

COCHISE COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Culturally different
   d. Economically disadvantaged
   e. Mentally retarded
   f. Mentally gifted

2. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Supervised work-study programs (part time work outside the school during school hours)
   b. Developmental and remedial courses aimed at job-related proficiencies
   c. Vocational counseling (including vocational aptitude testing)
   d. Job placement programs (high school)
   e. High school-community college coordinated vocational sequences

3. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   c. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   d. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   e. Helping pupils develop an appreciation for beauty existing in nature and in creations of man

4. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on inquiry and self-directed learning
   b. More emphasis on values and attitudes
   c. More emphasis on individual creativity
   d. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation
   e. More emphasis on basic skills of reading, computation, writing

COCHISE COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

5. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Space
   b. Space flexibility
   c. Storage for instructional materials, projects, etc.
   d. Additional site(s)
   e. Furniture and fixtures (suitable for programs)

6. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Specialized guidance personnel (elementary school)
   b. Teachers trained to understand and provide for individual differences
   c. Testing and diagnostic services to identify educational, psychological, and physical needs
   d. Remedial instruction
   e. Teachers skillful in human relations

7. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Trained teacher aides
   b. Remedial and tutorial services
   c. Specially designed curricula
   d. Teachers specially trained in providing for individual differences
   e. Special programs for disruptive children

COCONINO COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Culturally different
   c. Normal pupils with differences in experiences, abilities, and interests
   d. Economically disadvantaged
   e. Emotionally disturbed

2. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   c. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   d. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   e. Helping pupils develop positive attitudes and values regarding people of other races

3. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Specially designed curricula
   b. Special programs for disruptive children
   c. Lower class size
   d. Remedial and tutorial services
   e. Teachers specially trained in providing for individual differences

4. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on inquiry and self-directed learning
   b. More emphasis on values and attitudes
   c. More emphasis on basic skills of reading, computation, writing
   d. More emphasis on individual creativity
   e. More emphasis on concept formation

5. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies

b. Supervised work-study programs (part time work outside the school during school hours)
c. Pre-vocational general shop programs (high school)
d. Transition classes for dropouts who are also out of a job
e. Pre-vocational general shop programs (elementary school)

6. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

a. Space
b. Storage for instructional materials, projects, etc.
c. Space flexibility
d. Furniture and fixtures (suitable for programs)
e. Space arrangement

7. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

a. Specialized guidance personnel (elementary school)
b. Testing and diagnostic services to identify educational psychological, and physical needs
c. Psychological services
d. Remedial instruction
e. Teachers trained to understand and provide for individual differences

GRAHAM COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Culturally different
   d. Emotionally disturbed
   e. Economically disadvantaged

2. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Space
   b. Furniture and fixtures (suitable for programs)
   c. Storage for instructional materials, projects, etc.
   d. Aesthetic qualities (paint, condition of interior, exterior, landscaping, etc.)
   e. Additional site (s)

3. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Pre-vocational general shop programs (elementary school)
   c. Vocational counseling (including vocational aptitude testing)
   d. Pre-vocational general shop programs (high school)
   e. Job placement programs (high school)

4. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   b. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   c. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   d. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement

GRAHAM COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

5. NEED FOR IMPROVED PRE-SERVICE AND IN-SERVICE EDUCATION:

   a. Skills, knowledge, and attitudes required to meet the needs of pupils of widely varying experiences, abilities, and interests
   b. Ability to make use of new instructional media
   c. Ability to teach as a member of a team
   d. Ability to adapt, modify, and create teaching methods to attain the educational goals of the school system
   e. Skills and knowledge required to teach specific subjects

6. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on inquiry and self-directed learning
   b. More emphasis on values and attitudes
   c. More emphasis on basic skills of reading, computation, writing
   d. More emphasis on individual creativity
   e. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

7. NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT:

   a. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)
   b. Programmed learning materials and equipment
   c. Equipment in special instructional areas such as art, home economics, industrial education, typing, and sciences
   d. Library materials and instructional equipment easily accessible
   e. Instructional supplies

GREENLEE COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Culturally different
   b. Emotionally disturbed
   c. Disinterested (potential dropouts)
   d. Normal pupils with differences in experiences, abilities, and interests
   e. Mentally retarded

2. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Storage for instructional materials, projects, etc.
   b. Aesthetic qualities (paint, condition of interior, exterior, landscaping, etc.)
   c. Utilities service (water, electrical outlets, etc.)
   d. Space
   e. Environmental qualities (lighting, heating, ventilating, etc.)

3. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Diagnostic services to identify needs of disadvantaged children
   b. Remedial and tutorial services
   c. Special programs for disruptive children
   d. Adequate and appropriate specialized materials
   e. Lower class size
   f. Trained teacher aides

4. NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT:

   a. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)
   b. Instructional supplies
   c. Library materials and instructional equipment easily accessible
   d. Equipment in special instructional areas such as art, home economics, industrial education, typing, and sciences
   e. Programmed learning materials and equipment

5. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Remedial instruction
   b. Specialized guidance personnel (elementary school)
   c. Speech and hearing services
   d. Testing and diagnostic services to identify educational, psychological, and physical needs

GREENLEE COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

6. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Pre-vocational general shop programs (elementary school)
   c. Vocational counseling (including vocational aptitude testing)
   d. Surveys to identify the nature and extent of employment opportunities

7. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   b. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions

GILA COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Emotionally disturbed
   d. Culturally different
   e. Mentally gifted

2. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Supervised work-study programs (part time work outside the school during school hours)
   c. High school-community college coordinated vocational sequences
   d. Pre-vocational general shop programs (high school)
   e. Vocational counseling (including vocational aptitude testing)

3. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Storage for instructional materials, projects, etc.
   b. Space
   c. Environmental qualities (lighting, heating, ventilating, etc.)
   d. Space flexibility
   e. Aesthetic qualities (paint, condition of interior, exterior, landscaping, etc.)

4. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Psychological services
   b. Testing and diagnostic services to identify educational, psychological, and physical needs
   c. Remedial instruction
   d. Specialized guidance personnel (elementary school)
   e. Teachers trained to understand and provide for individual differences

5. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Lower class size
   b. Remedial and tutorial services
   c. Special programs for disruptive children
   d. Trained teacher aides
   e. Teachers specially trained in providing for individual differences

GILA COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

6. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions

7. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on inquiry and self-directed learning
   b. More emphasis on values and attitudes
   c. More emphasis on basic skills of reading, computation, writing
   d. More emphasis on individual creativity
   e. More emphasis on concept formation

MARICOPA COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Emotionally disturbed
   c. Normal pupils with differences in experiences, abilities, and interests
   d. Economically disadvantaged
   e. Culturally different

2. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Specialized guidance personnel (elementary school)
   b. Testing and diagnostic services to identify educational, psychological, and physical needs
   c. Psychological services
   d. Remedial instruction
   e. Teachers trained to understand and provide for individual differences

3. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions

4. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Special programs for disruptive children
   b. Lower class size
   c. Pre-first grade education
   d. Remedial and tutorial services
   e. Trained teacher aides

MARICOPA COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

5. NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT:

   a. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)
   b. Programmed learning materials and equipment
   c. Instructional supplies
   d. Equipment in special instructional areas such as art, home economics, industrial education, typing, and sciences
   e. Instructional materials preparation center

6. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Space
   b. Storage for instructional materials, projects, etc.
   c. Furniture and fixtures (suitable for programs)
   d. Space flexibility
   e. Environmental qualities (lighting, heating, ventilating, etc.)

7. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on values and attitudes
   b. More emphasis on inquiry and self-directed learning
   c. More emphasis on basic skills of reading, computation, writing
   d. More emphasis on individual creativity
   e. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

MOHAVE COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Culturally different
   d. Economically disadvantaged
   e. Emotionally disturbed

2. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on basic skills of reading, computation, writing
   b. More emphasis on values and attitudes
   c. More emphasis on inquiry and self-directed learning
   d. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

3. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   c. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   e. Helping pupils develop an appreciation for beauty existing in nature and in creations of man

4. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Vocational counseling (including vocational aptitude testing)
   b. Developmental and remedial courses aimed at job-related proficiencies
   c. Supervised work-study programs (part time work outside the school during school hours)
   d. Surveys to identify the nature and extent of employment opportunities
   e. High school-community college coordinated vocational sequences

MOHAVE COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

5. NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT:

   a. Library materials and instructional equipment easily accessible
   b. Library books and magazines
   c. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)
   d. Supplementary books and periodicals
   e. Instructional supplies

6. NEED FOR IMPROVED PRE-SERVICE AND IN-SERVICE EDUCATION:

   a. Ability to make use of new instructional media
   b. Skills, knowledge, and attitudes required to meet the needs of pupils of widely varying experiences, abilities, and interests
   c. Ability to adapt, modify, and create teaching methods to attain the educational goals of the school system
   d. Methods and skills of teaching
   e. Ability to teach as a member of a team

7. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Psychological services
   b. Testing and diagnostic services to identify educational, psychological, and physical needs
   c. Remedial instruction
   d. Specialized guidance personnel (elementary school)
   e. Teachers skillful in human relations

NAVAJO COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Culturally different
   c. Economically disadvantaged
   d. Normal pupils with differences in experiences, abilities, and interests
   e. Emotionally disturbed

2. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Lower class size
   b. Remedial and tutorial services
   c. Trained teacher aides
   d. Teachers specially trained in providing for individual differences
   e. Specially designed curricula

3. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Vocational counseling (including vocational aptitude testing)
   c. Pre-vocational general shop programs (elementary school)
   d. Job placement programs (high school)
   e. Transition classes for dropouts who are also out of a job

4. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Space
   b. Storage for instructional materials, projects, etc.
   c. Additional site(s)
   d. Environmental qualities (lighting, heating, ventilating, etc.)
   e. Space flexibility

5. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   b. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement

d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
e. Helping pupils develop positive attitudes and values regarding people of other races

6. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

a. Ability of teachers to communicate with parents about the progress of their children
b. Ability of teachers to communicate with parents about school programs
c. Ability of the school system to make effective educational use of community resources
d. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs
e. Ability of the school administration to maintain effective communication and coordination with other community agencies concerned with community improvement

7. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

a. More emphasis on inquiry and self-directed learning
b. More emphasis on basic skills of reading, computation, writing
c. More emphasis on values and attitudes
d. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation
e. More emphasis on concept formation

PIMA COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Culturally different
   d. Economically disadvantaged
   e. Emotionally disturbed

2. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   c. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   d. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   e. Helping pupils develop positive attitudes and values regarding people of other races

3. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on values and attitudes
   b. More emphasis on inquiry and self-directed learning
   c. More emphasis on individual creativity
   d. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation
   e. More emphasis on basic skills of reading, computation, writing

4. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

   a. Ability of the administration and the board of education to communicate with the public about program needs of the schools and related financial requirements
   b. Ability of teachers to communicate with parents about school programs
   c. Ability of the school system to make effective educational use of community resources

PIMA COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

d. Ability of teachers to communicate with parents about the progress of their children
e. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs

5. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

a. Supervised work-study programs (part time work outside the school during school hours)
b. Developmental and remedial courses aimed at job-related proficiencies
c. Job placement programs (high school)
d. Vocational counseling (including vocational aptitude testing)
e. High school-community college coordinated vocational sequences

6. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

a. Psychological services
b. Remedial instruction
c. Specialized guidance personnel (elementary school)
d. Testing and diagnostic services to identify educational, psychological, and physical needs
e. Teachers trained to understand and provide for individual differences

7. NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT:

a. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)
b. Supplementary books and periodicals
c. Library materials and instructional equipment easily accessible
d. Instructional supplies
e. Programmed learning materials and equipment

PINAL COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Economically disadvantaged
   d. Culturally different
   e. Emotionally disturbed

2. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Storage for instructional materials, projects, etc.
   b. Space
   c. Environmental qualities (lighting, heating, ventilating, etc.)
   d. Furniture and fixtures (suitable for programs)
   e. Space flexibility

3. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   c. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   e. Helping pupils develop positive attitudes and values regarding people of other races

4. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Remedial and tutorial services
   b. Pre-first grade education
   c. Specially designed curricula
   d. Special programs for disruptive children
   e. Teachers specially trained in providing for individual differences

PINAL COUNTY
CRITICAL EDUCATIONAL NEEDS, 1969

5. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Supervised work-study programs (part time work outside the school during school hours)
   c. Pre-vocational general shop programs (elementary school)
   d. Vocational counseling (including vocational aptitude testing)
   e. High school-community college coordinated vocational sequences

6. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Specialized guidance personnel (elementary school)
   b. Remedial instruction
   c. Testing and diagnostic services to identify educational, psychological, and physical needs
   d. Psychological services
   e. Teachers trained to understand and provide for individual differences

7. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

   a. Ability of teachers to communicate with parents about school programs
   b. Ability of the administration and the board of education to communicate with the public about program needs of the schools and related financial requirements
   c. Ability of teachers to communicate with parents about the progress of their children
   d. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs
   e. Ability of the school system to make effective educational use of community resources

SANTA CRUZ COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Economically disadvantaged
   b. Culturally different
   c. Disinterested (potential dropouts)
   d. Normal pupils with differences in experiences, abilities, and interests
   e. Mentally retarded

2. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Space
   b. Storage for instructional materials, projects, etc.
   c. Space flexibility
   d. Aesthetic qualities (paint, condition of interior, exterior, landscaping, etc.)
   e. Additional site(s)

3. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Supervised work-study programs (part time work outside the school during school hours)
   c. Vocational counseling (including vocational aptitude testing)
   d. Pre-vocational general shop programs (high school)
   e. Job placement programs (high school)

4. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Pre-first grade education
   b. Remedial and tutorial services
   c. Specially designed curricula
   d. Adequate and appropriate specialized materials

5. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on values and attitudes
   b. More emphasis on inquiry and self-directed learning
   c. More emphasis on basic skills of reading, computation, writing
   d. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation
   e. More emphasis on individual creativity

SANTA CRUZ COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

6. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

   a. Ability of the administration and the board of education to communicate with the public about program needs of the schools and related financial requirements
   b. Ability of teachers to communicate with parents about the progress of their children
   c. Ability of teachers to communicate with parents about school programs
   d. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs

7. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Remedial instruction
   b. Testing and diagnostic services to identify educational, psychological, and physical needs
   c. Specialized guidance personnel (elementary school)
   d. Teachers trained to understand and provide for individual differences

YAVAPAI COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Space
   b. Storage for instructional materials, projects, etc.
   c. Additional site(s)
   d. Environmental qualities (lighting, heating, ventilating, etc.)
   e. Furniture and fixtures (suitable for programs)
   f. Aesthetic qualities (paint, condition of interior, exterior, landscaping, etc.)

2. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropout)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Culturally different
   d. Emotionally disturbed
   e. Economically disadvantaged
   f. Mentally gifted

3. NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT:

   a. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)
   b. Library materials and instructional equipment easily accessible
   c. Equipment in special instructional areas such as art, home economics, industrial education, typing, and sciences
   d. Programmed learning materials and equipment
   e. Library books and magazines
   f. Supplementary books and periodicals

4. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Pre-vocational general shop programs (high school)
   b. Vocational counseling (including vocational aptitude testing)
   c. Job placement programs (high school)
   d. Supervised work-study programs (part time work outside the school during school hours)
   e. Developmental and remedial courses aimed at job-related proficiencies

YAVAPAI COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

5. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on values and attitudes
   b. More emphasis on basic skills of reading, computation, writing
   c. More emphasis on inquiry and self-directed learning
   d. More emphasis on individual creativity
   e. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

6. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Remedial instruction
   b. Testing and diagnostic services to identify educational, psychological, and physical needs
   c. Specialized guidance personnel (elementary school)
   d. Specialized guidance personnel (high school)

7. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

   a. Ability of the school system to make effective educational use of community resources
   b. Ability of the administration and the board of education to communicate with the public about program needs of the schools and related financial requirements
   c. Ability of teachers to communicate with parents about school programs
   d. Ability of the school administration to maintain effective communication and coordination with other community agencies concerned with community improvement

YUMA COUNTY
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Economically disadvantaged
   d. Culturally different
   e. Emotionally disturbed

2. NEED FOR IMPROVED BUILDINGS AND FACILITIES:

   a. Space
   b. Space flexibility
   c. Furniture and fixtures (suitable for programs)
   d. Additional site(s)
   e. Space arrangement

3. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Vocational counseling (including vocational aptitude testing)
   c. Supervised work-study programs (part time work outside the school during school hours)
   d. Surveys to identify the nature and extent of employment opportunities
   e. High school-community college coordinated vocational sequences

4. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   e. Helping pupils develop an appreciation for beauty existing in nature and in creations of man

YUMA COUNTY (continued)
CRITICAL EDUCATIONAL NEEDS, 1969

5. NEED FOR CHANGE OF EMPHASES IN THE OBJECTIVES AND PROGRAMS OF PUBLIC EDUCATION:

   a. More emphasis on inquiry and self-directed learning
   b. More emphasis on values and attitudes
   c. More emphasis on basic skills of reading, computation, writing
   d. More emphasis on individual creativity
   e. More emphasis on objectives such as comprehension, analysis, synthesis, evaluation

6. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

   a. Ability of the administration and the board of education to communicate with the public about program needs of the schools and related financial requirements
   b. Ability of the school system to make effective educational use of community resources
   c. Ability of the school administration to maintain effective communication and coordination with other community agencies concerned with community improvement
   d. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs
   e. Ability of teachers to communicate with parents about school programs

7. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Remedial and tutorial services
   b. Teachers specially trained in providing for individual differences
   c. Specially designed curricula
   d. Pre-first grade education
   e. Diagnostic services to identify needs of disadvantaged children

NON-PUBLIC SCHOOLS
CRITICAL EDUCATIONAL NEEDS
1969

1. NEED FOR CURRICULA AND PROGRAMS THAT MEET THE NEEDS OF YOUNG PEOPLE WHO HAVE WIDELY VARYING EXPERIENCES, PHYSICAL AND MENTAL ABILITIES, AND INTERESTS:

   a. Disinterested (potential dropouts)
   b. Normal pupils with differences in experiences, abilities, and interests
   c. Culturally different
   d. Economically disadvantaged
   e. Emotionally disturbed

2. NEED FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT:

   a. Audiovisual materials and equipment (film, slides, projectors, maps, and charts, etc.)
   b. Library books and magazines
   c. Equipment in special instructional areas such as art, home economics, industrial education, typing, and sciences
   d. Instructional supplies
   e. Supplementary books and periodicals

3. NEED FOR PUPIL SERVICES SUCH AS GUIDANCE AND COUNSELING, HEALTH SERVICES, SOCIAL WORK, AND PSYCHOLOGICAL SERVICES:

   a. Testing and diagnostic services to identify educational, psychological, and physical needs
   b. Remedial instruction
   c. Psychological services
   d. Specialized guidance personnel (elementary school)
   e. Teachers trained to understand and provide for individual differences

4. NEED FOR COMPREHENSIVE PROCEDURES FOR TEACHING PERSONAL ATTITUDES AND SOCIAL VALUES:

   a. Helping pupils develop a sense of responsibility to themselves and integrity in their relations with others
   b. Helping pupils develop positive feelings about themselves and gain confidence in their ability
   c. Helping pupils learn respect for the law and develop an understanding of the need for its enforcement
   d. Helping pupils become responsive to and have respect for the feelings, ideas, and rights of people of all ages and political and moral persuasions
   e. Helping pupils develop positive attitudes and values regarding people of other races.

5. NEED FOR COMPENSATORY EDUCATION PROGRAMS FOR DISADVANTAGED CHILDREN:

   a. Remedial and tutorial services
   b. Specially designed curricula
   c. Lower class size
   d. Teachers specially trained in providing for individual differences
   e. Adequate and appropriate specialized materials
   f. Trained teacher aides

6. NEED FOR COMMUNICATIONS BETWEEN SCHOOL AND COMMUNITY:

   a. Ability of the school system to make effective educational use of community resources
   b. Ability of teachers to communicate with parents about the progress of their children
   c. Ability of teachers to communicate with parents about school programs
   d. Ability of the administration and teachers to use community advice and assistance effectively in planning educational programs
   e. Ability of the school administration to maintain effective communication and coordination with other community agencies concerned with community improvement

7. NEED FOR VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE PROGRAMS:

   a. Developmental and remedial courses aimed at job-related proficiencies
   b. Vocational counseling (including vocational aptitude testing)
   c. Supervised work-study programs (part time work outside the school during school hours)
   d. Pre-vocational general shop programs (elementary school)
   e. Pre-vocational general shop programs (high school)

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